

Name: \_\_\_\_\_

TG: \_\_\_\_\_

# Bayfield High School



Providing Quality Education in a Caring Environment

## Senior Course Information Year 11-13 2020

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## How to Use This Booklet

This booklet provides you with all the information you will need to know about your courses in Years 11 - 13. You should store it away carefully, as you may need to refer to it from time to time.

It tells you about:

- the qualifications available
- general information about courses
- fees
- course completion requirements and course entry requirements or prerequisites

## Qualifications Available in Years 11 - 13

NCEA Levels 1 – 3 and Scholarship. The changes to NCEA announced in 2019 are unlikely to affect Bayfield High School courses in 2020. We will keep our school community informed about these changes.

Vocational Pathways Awards

Construction and Infrastructure  
Manufacturing and Technology  
Primary Industries  
Service Industries  
Social and Community Services  
Creative Industries

## General Course Requirements

For all subjects you must:

- attend all classes
- complete all assignments and set work by the due date

## *Specific Course Requirements and General NCEA Information*

English, Mathematics and Science are compulsory at Level 1.  
English and Mathematics are compulsory at Level 2.

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To obtain **NCEA Level 1** you must obtain 80 credits at Level 1 or above. Those 80 credits must include standards to meet the Literacy and Numeracy requirements set out below.

### **Level 1 Literacy requirement**

Minimum of 10 credits through either:

- Unit standards - Package of three literacy unit standards (total of 10 credits -all three required);
- or
- Achievement standards - Specified achievement standards available through a range of subjects (minimum total of 10 credits)

## Level 1 Numeracy requirement

Minimum of 10 credits through either:

- Unit standards - Package of three numeracy unit standards (total of 10 credits - **all** three required);
- or
- Achievement standards - Specified achievement standards available through a range of subjects - (minimum total of 10 credits)

**Note that Level 1 Numeracy and Literacy requirements *MUST* be met to gain Level 2 AND Level 3 NCEA.**

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**NCEA Level 2** requires a minimum of 60 credits at Level 2 or above and 20 credits at any other level. Credits can be used for more than one qualification; so some of NCEA Level 1 credits can count towards NCEA Level 2.

**NCEA Level 3** requires 80 credits, of which 60 must be at Level 3 or above, and 20 at Level 2 or above.

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## University Entrance Requirements

University Entrance (UE) is the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of 14 credits each, in three University Approved subjects
- UE Literacy - 10 credits at **Level 2 or above**, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - 10 credits at **Level 1 or above** as outlined for NCEA Level 1.

Once you have met the requirements for University Entrance it will appear on your Record of Achievement. For further information refer to:

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/>

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**New Zealand Scholarship** is achieved by the successful completion of the external examination or portfolio submission in the approved subject in December.

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification; but the fact that a student has gained a Scholarship appears on their Record of Achievement.

The Scholarship exams enable students to be assessed against challenging standards, and are demanding for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

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## Endorsement of Certificates

National Certificates can be awarded at Achieved, Merit or Excellence level. For example, NCEA Level 1 with Excellence.

To gain an endorsement with Excellence you will require 50 credits at Excellence; to gain an NCEA endorsed with Merit requires 50 credits at Merit or above.

Credits counting towards endorsement may be gained over more than one year, and more than one level but must be gained at the level of the certificate or above. For example, Level 2 credits

will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

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## **Endorsement of Courses**

Students are able to gain endorsement in individual subjects to further the recognition of their achievements. For example, it is possible to pass Level 1 English with Merit or Excellence.

With Course Endorsement, previously referred to as 'Subject Endorsement', students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a Merit endorsement.

For Course Endorsement, at least 3 of the 14 credits must be from internally assessed standards, and 3 from external assessment (national examinations) to demonstrate that students are competent in both forms of assessment.

Schools determine what standards make up each course, reflecting current practice. Innovative courses encourage student learning and so Course Endorsement will complement course innovation.

Credits from different levels can contribute to Course Endorsement but can only be used for one endorsement per standard per year. Students will be able to study at different levels in any one year and receive recognition for high achievement.

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## **Course Structure**

### ***In Years 11 – 12***

You will be placed in appropriate Mathematics, Science and English classes according to your grades.

### ***In Year 11 - 13***

Entry to each subject is dependent on a student meeting the necessary entry requirements which are outlined in this booklet.

## **General Rules which apply to all Levels**

### **a. Acceptance of Grades**

All students will be required to sign their internally assessed work to indicate their acceptance of the grade. The signature should be put on the actual piece of work near the logged grade or on a place specified by the teacher. All work is stored by the teacher.

Students will sign each marked assessment upon its return. Once signed, the student can make no appeal of marking decisions.

Students will maintain their own copy of assessed standards results. They will be given their own tracking sheet in each subject at the beginning of the year and this facility is also available in the student diary.

### **b. Appeals**

Students may, if they are concerned, appeal the grade of an internal assessment they receive from a teacher.

To appeal, a student must approach the teacher within five days of receiving the grade. The teacher will attempt to address the appeal by explaining the marking process and the grade awarded.

If not satisfied, an appeals form should be obtained from the Principal's Nominee (Mr Beagley) and completed by the student and forwarded to the appropriate HOD.

The HOD will action the following steps as appropriate and will inform the student of the outcome.

- get another teacher to mark the work
- HOD marks the work
- ask another teacher, in another school, to also mark the work if necessary.

If the result of that is unsatisfactory, the student may appeal to the Principal. The Principal's ruling will be final.

#### **c. Attendance**

Students are expected to attend all classes at all times. Subject teachers will maintain an accurate record of student attendance.

Justified absence for illness or other reasons must be supported by a note. However, a medical certificate may be requested if necessary. Absence will be taken into account when considering a student's right for recognition of achievement.

Unjustified absence (i.e. not accepted by the school) or absence not supported appropriately by a note and/or medical certificate will not be accepted. Such absences will mean a student will gain no grade for that assessment.

Persistent unjustified absences will result in the Dean and Senior Coordinator liaising with parents and the student to discuss the ongoing feasibility of the student's course.

#### **d. Authenticity and Misconduct**

From time to time students will be required to authenticate their work.

Teachers will use some or all of the following methods to ensure your work is your own:

- require students to report progress at set milestones
- change the content or topic annually
- provide the resources to be used, including web based resources
- seek oral presentation
- avoid easily down-loaded topics
- require detailed reference, including web page references, using the standard format used by Bayfield High School
- require a draft to be handed in
- supervised assessment
- not allow access to other student's files
- controlling group work by breaking the task into individual and group components
- a requirement to provide sources of assistance.

If a student is found or suspected of submitting work for assessment which is not their own the Principal's Nominee (Mr Beagley) will be informed. In consultation with the teacher and the HOD the action to be taken will be decided and the student and parent/caregiver will be informed in writing. The Principal will be informed prior to the letter(s) being sent.

Students will be informed of behaviours classed as misconduct. This will be part of the NCEA seminars at the start of each school year and the examination briefing assemblies.

Such behaviours include impersonation, false declarations of authenticity, using notes or other forms of cheating in exam or test situations, communicating with others, disruption, dishonestly assisting or hindering others, or any other similar practices. Students involved

in such behaviour will be referred to the PN who will, in consultation with the Principal, decide upon the action required.

**e. Derived Grade Process**

The Derived Grade Process applies to the external assessments only. This is for students who have suffered from a temporary illness, non-permanent disability or other event close to or during the examinations; and which they believe has significantly impaired their performance in particular examinations. This is administered by NZQA and by the Principal's Nominee. (Mr Beagley)

- Applications for a derived grade are made on the approved NZQA form which is held by the Principal's Nominee. (PN). These must be accompanied by the appropriate supporting evidence as outlined on the form.
- The PN will assess the extent to which the applicant is likely to have been affected and whether the application is valid.
- The PN will collect information from subject teachers for each achievement standard being applied for. This must be based on valid evidence collected during the year relevant to the standards involved, such as practice exam results and formative class tests. This information will be submitted to NZQA by the due date electronically.

**f. Course and Assessment Information**

All students will be given the Senior Course Booklet for Years 11 - 13 which will contain details of the senior courses.

All staff will give each student, at the start of the course, details of the course including achievement standards, credit ranges, time of assessment, type of assessment, information on methods used for the recognition of achievement and reassessment opportunities, and appeal rights and procedures. It should also contain a student tracking sheet to enable the student to track the standards they have achieved and the number of credits they have gained. Students are expected to store this for future reference.

Course information is also available on the Intranet.

Students will be given written notification of assessment changes during the course should they occur.

Prior to assessments students will be issued with a copy of the assessment / performance criteria which will indicate the standard required for Achieved, and where applicable, Merit and Excellence.

If a student is submitting computer generated assessment, it is their responsibility to keep a backup disc or copy which can be submitted in case of hard-drive/printer problems.

Students should personally hand assignments to the subject teacher on, or before, the due date.

**g. Late Work and Extensions**

Late work is not tolerated. A student who attempts to pass in late work for assessment without a clear excuse, which is acceptable to the teacher, will not gain an assessment grade nor will they be entitled to re-assessment.

Students will apply for an extension in writing at least one full day prior to the due date. The subject teacher will approve this or pass it onto the HOD for a decision. A new date will be negotiated with the student and the extension will be short in duration (i.e. one day). No student will be granted more than one per course a year without compelling reason.

Students will be given extensions of deadlines only on the basis of compassion or because there are factors beyond their control for not getting work in. Staff will note the reason for the extension.

Medical certificates and/or other supporting evidence (e.g. a note from caregivers) may be requested from students who are applying for an extension.

#### **h. Recognising Achievement (Including Re-Assessment) for Internally Assessed Standards**

Students who have not gained credit in an assessment may be given one further assessment opportunity, or evidence of achievement sought in some other way where practicable to do so.

All students taking NCEA may seek a further assessment opportunity in those assessments where this is available and if they have met the conditions of the course. The parts of the course eligible for further assessment opportunities will be detailed on the course information given to students at the start of the course.

Further assessment opportunities may be used to enhance a grade already achieved where it is practical to do so.

Students should be aware that while all parts of a course will not be available for further assessment opportunities, parts within an assessment may be eligible.

Further assessment opportunities will only be available when in the opinion of the teacher the initial work was of a reasonable standard and effort.

Further assessment opportunities may take several forms such as:

- Students presented with a new task
- Students repeat a part of a task
- Teacher interview and verbal reassessment to gain clarification of understanding (this will be recorded by the teacher on the student's original work and dated and signed by both teacher and student)
- Student repeats a practical task

#### **i. Reporting**

Each year students will receive two reports. The first report will be a Progress Report. Report two will contain the Standards passed and to what level (i.e. Achieved, Merit, Excellence). During the year students will also receive a printout of the schools' records twice, so they can be checked for mistakes or omissions. Students can also ask for a print out of their results at any time.

#### **j. Results**

Printed NCEA results notices are not sent to all learners automatically by NZQA. Learners who require a printed result notice must login and order one **before 31 December** each year to receive it in mid-January. Later orders will take longer to process. There is no charge.

Result Notices show results for all assessed standards entered by the student in the previous year. They also show endorsements gained either for an NCEA Certificate or a school course.

If you have your National Student Number (NSN) you can also get these results online.



## k. Special Assessment Conditions

These may be applied for by students who have a permanent or long term condition or learning impairment. If approved they will be made available for all internal and external assessments for which they are approved

The school's Literacy Coordinator and staff identify students who have learning needs who would benefit from special assessment conditions and students and caregivers who feel they qualify for special assessment conditions should contact the NCEA Coordinator, at the beginning of the year.

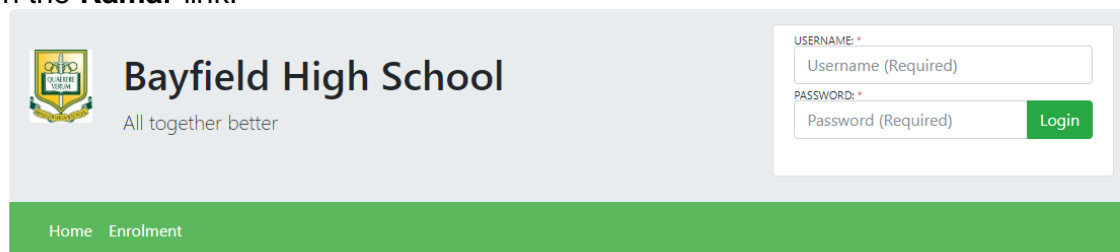
Once the necessary data is collected a decision is made by the school about the special conditions that may be applied for and an application will be made to NZQA.

Students will receive written notice of the special conditions they will receive.

## Other Things to Note

### Online Course Selection

This year we are completing course selection through the KAMAR portal. You can access this at through the Bayfield intranet page - <http://intra.bay.net.nz/index.cfm?page=home> then click on the **Kamar** link.

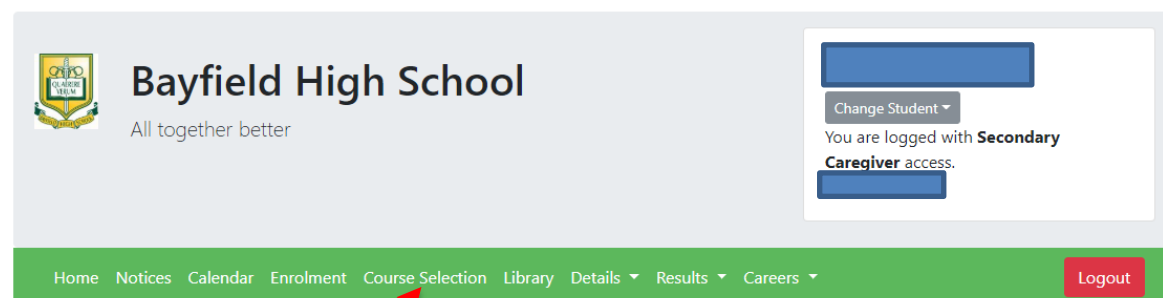


2018 | Bayfield High School | Home | 21/08/2018 10:17am

**Logon:** Your child's enrolment number (a five-digit number which starts with the year they enrolled at Bayfield e.g. 15002)

**Password:** this has been sent out previously email [btownsend@bayfield-high.school.nz](mailto:btownsend@bayfield-high.school.nz) if you need help with this.

Once you have logged in you should see this:



*Click on the Course Selection tab and follow the instructions.*

### Year 11:

All Year 11 students study six full-year subjects.

Please select one subject in each of the columns 4 to 6, and one alternative in case there is a timetable clash or any other reason why your first six choices won't work. List the subjects in order of preference, so the subjects you most want should be listed first. (These six columns are not "timetable lines" - they are just six spaces to list your subject choices.) English, Mathematics and Science have already been preselected in columns 1 to 3 as they are compulsory in Year 11, students will be placed into the appropriate English, Mathematics and Science courses by the HoD of that subject in consultation with your Year 10 teacher.

The timetabling team will then use this data to build the timetable - so make sure you make these choices seriously as you might not be able to change later.

Click on the name of any subject to find out more about the course.

### **Year 12:**

All Year 12 students study six full-year subjects.

Please select one subject in each of the columns 2 to 6, and one alternative in case there is a timetable clash or any other reason why your first six choices won't work. List the subjects in order of preference, so the subjects you most want should be listed first. (These six columns are not "timetable lines" - they are just six spaces to list your subject choices.) English has already been preselected in column 1 as it is compulsory in Year 12, students will be placed into the appropriate English course by the HoD of English in consultation with your Year 11 teacher.

The timetabling team will then use this data to build the timetable - so make sure you make these choices seriously as you might not be able to change later.

Students may take Year 11/ NCEA Level 1 courses in Year 12 so these are included in the list below; please make sure you select the correct course level. Click on the name of any subject to find out more about the course.

### **Year 13:**

All Year 13 students study five or six full-year subjects. Year 13 students wishing to be granted permission to have one line allocated for Study must:-

- a. already have NCEA Level 2
- b. select five ACADEMIC subjects
- c. have demonstrated independent learning skills and a good behaviour record
- d. have at least a 90% attendance rate in Year 12

In some extenuating circumstances, a student who does not meet these criteria may be granted study at the Principal's discretion. Any Year 13 student who is granted study may lose the privilege if the Senior Management Team believe that the privilege is being misused.

Application for Study must be in writing to the Principal, and applicants will receive notification of approval early in 2020. In the meantime, they must select SIX subject choices in columns 1 to 6 below, and one alternative in case there is a timetable clash or any other reason why your first six choices won't work. List the subjects in order of preference, so the subjects you most want should be listed first. (These six columns are not "timetable lines" - they are just six spaces to list your subject choices.)

The timetabling team will then use this data to build the timetable - so make sure you make these choices seriously as you might not be able to change later.

Students may take Year 12/ NCEA Level 2 courses in Year 13 so these are included in the list below; please make sure you select the correct course level. Click on the name of any subject to find out more about the course.

### **Schools Promotion Policy**

The school reserves the right to remove any student from an NCEA qualification class if the student is not meeting course requirements, or to remove a student from an assessment where it is clear that entry at that time would result in failure. Students do not have the automatic right to take a course, or an assessment, or to be part of a class, if they do not meet the requirements of that class. All classes carry prerequisites and these must be met before entry can be obtained.

**All class placements are at the discretion of the Principal.**

## Course Costs

Some subjects request a financial contribution for their course in order to make the course viable. Details of all charges will be issued at the start of the year as part of course information.

Students and their families should consider these carefully when making subject choices as the contributions **must** be paid for all 'take-home' work and trips. Some subjects also provide workbooks or materials packs, including high quality stationery items at a reduced retail price. Families experiencing financial hardship are advised to contact the school.

Students need to be aware that costs are updated annually. Students will be informed of all required changes to these costs as the school becomes aware of them.

## NZQA Entry and Fees

Students and their parents will be informed of the fees by newsletter. Each student will get an account based on the Standards they have entered for.

Indication entries by 1<sup>st</sup> April, confirmed entries 1<sup>st</sup> July, finalised entries Term 3.

Students cannot be excluded from entering an external standard, if they indicate they wish to sit it and they have not previously gained credits in it.

**For general information about NCEA see Mr Beagley (the NCEA Coordinator)**

**For specific subject information see the Head of Department of the subject**

## Contact Teachers

### Guidance

- |               |  |
|---------------|--|
| • Mrs King    | Senior Coordinator                     |
| • Mr Townsend | Junior Coordinator                     |
| • Ms Duncan   | Pathways Coordinator                   |
| • Mr Beagley  | NCEA Coordinator (Principal's Nominee) |

## Heads of Departments

<b>Art</b>	Mr Lammers	<b>Music and Performing Arts</b>	Ms Hosken
<b>Careers/Future Pathways</b>	Ms Duncan	<b>Physical Education</b>	Mr King
<b>Digital Technology</b>	Mr Moffitt	<b>Science</b>	Mr Burn
<b>English</b>	Mr Watson	<b>Social Sciences</b>	Mr Benham
<b>ESOL</b>	Mrs Curran	<b>Technology</b>	Mr Hartlebury
<b>Languages</b>	Mrs Clark	<b>Food Technology</b>	Ms Weston
<b>Mathematics</b>	Mr Dalgarno	<b>Tourism</b>	Ms Duncan

## BYOD at Bayfield

Students are growing up in a world where technology plays an important role in learning. At Bayfield High School, our teachers are skilled in using digital technology in various forms to help engage students with the curriculum and give them the skills to use technology themselves to assist their learning. At the same time, we believe that all students still need to use pen and paper skilfully, and that there are some forms of learning that are more effective without the help of devices such as computers.

Many students bring their own internet-capable digital devices – laptops, tablets, i-pads, smartphones – to school, and these can be effectively used to enhance their learning provided they meet some minimum specifications. The technology is constantly changing, so this list of minimum (and preferred) specifications is current now (July 2019) but may seem quite outdated in another two or three years' time. If you are thinking of buying a device for school, please consider these requirements.

Please note – it is **NOT** compulsory to have a digital device at school – this information is only intended as a guide for those who are considering buying a device for their student to bring to school. Many local retailers have suitable devices – compare prices and specifications carefully, and ask about what other services they offer, for example, do they provide a loan machine if yours in needing repairs?

Type – please only consider a Windows or Mac or other Apple devices. Chromebooks and most Android devices are not suitable for the complexity of work and software requirements on our system. Any device must have Wi-Fi networking capability, and a USB port is very useful. Ideal – we have found the Microsoft Surface Pro 4 to be a particularly useful device for most students.	
Screen size – Minimum requirement is 10" screen. This makes it much easier for word processing, spreadsheets, graphing, and reading complex text. Devices with screens larger than 15" are likely to be too heavy.	Keyboard – a keyboard is required for efficient word processing. Some devices have a built in keyboard, some have an add-on accessory.
Software – we will supply you with the Office 365 suite of software tools.	Protective case – durable cases help to protect expensive devices from accidents, dropping, etc.
Weight – in general, the lighter the device you buy, the more comfortable your student will be carrying it back and forward between home and school. Most 15" laptops are too heavy.	Battery life – a device with at least 6 hours of battery life is required to last a full school day. We do not generally allow students to charge their devices at school except in emergencies.
Insurance – the school does not carry insurance for personally owned devices. You will need to arrange this as part of your personal contents insurance. Make sure it covers accidental damage.	Storage – Office 365 provides some cloud storage for students' work. If they need to store large quantities of videos, music or photographs, you will need to consider the built in storage capacity of your device, or a separate hard drive.
Processor – The more advanced the work, the faster processor and more RAM you will need	Security – Make sure you have up-to-date antivirus and firewall software installed.

If you have any further questions about this, please email Bevan Townsend, at [btownsend@bayfield-high.school.nz](mailto:btownsend@bayfield-high.school.nz).

## ADVICE TO ALL STUDENTS

All students should aim to stay at school and complete Year 13.

All students should plan to follow a course of tertiary study/ training after they leave school, or enter a job which offers training options as part of the job.

All students should consider a variety of career pathways.

All students should seek and consider a range of advice relating to courses and careers.

*He Manawa Tītī, He Titirei*

*He waka kore hoe, he tangata kore huarahi*



# WHERE ARE YOU GOING WHEN YOU LEAVE SCHOOL ???

University  
College of Education  
Polytechnic  
Institutes of Technology  
Private Providers  
Job-based Training  
Employment



## WHICH CAREER AREAS ARE YOU CONSIDERING?



Office and Administration  
Finance  
Performing Arts  
Fine Arts  
Recreation and Sport  
Computing  
Electronics and Electrical  
Factory Production  
Retail Sales  
Marketing  
Hospitality and Tourism  
Education  
Health  
Social Work  
Engineering  
Construction  
Agriculture and Horticulture  
Physical Sciences  
Life Sciences  
Social Sciences  
Forces  
Law and Protection Services



**THERE ARE MORE - SEEK ADVICE FROM OUR CAREERS STAFF  
AND**

**See the Vocational Pathways matrix and Booklet**

<http://youthguarantee.net.nz/start-your-journey/>

Job Profiles mapped to Vocational Pathways						
Occupation	Construction and Infrastructure	Manufacturing and Technology	Primary Industries	Service Industries	Social and Community Services	Creative Industries

## CONSIDER THE FOLLOWING PLAN

**Ask yourself where are you going?**



- Consider your abilities and strengths.
  - Look ahead at least two years.
- Consider your possible tertiary training/career pathways.
- Consider course entry requirements for 2020 and for the future.
  - Choose subjects which maximise your future choices.
  - Discuss your final choices with a variety of people.

### Course Selection Guidance

Students will receive the following:

- Course Booklet
- Access to the Course Booklet on the Bayfield High School Intranet (Our Files)
- Information briefing by a member of senior staff
- Opportunities for students (and parents) to visit a Course Counsellor
- Opportunity for an interview with a Senior Manager or Dean

Note: All courses are checked by senior staff and are subject to final approval by the Principal.

**Bayfield High School expects all students to consider their course selection carefully.**

## ***Consider Your Future Direction***

Use the information available to you to make an informed subject choice. For example, what subjects do you need to select now which will lead on to the subjects linked to your possible tertiary course/ career choice in a few years' time?

Career advice is available through;

- Course Counselling and Career staff at Bayfield High School
- **CAREER SERVICES** – a career information website (<http://www.careers.govt.nz/>)
  - **Advice** on choosing, planning and developing your career
  - Explore **information on jobs** in NZ
  - Search for **courses and training** information
  - **Online tools** – find jobs that match your skills, subjects you enjoy and your interests

## ***Filling Out Intention Forms***

All students will be asked to complete intention forms for 2020. You will be asked things like: “Are you coming back next year?” “What subjects are you going to take?”

When you complete your intention sheet **you make a serious commitment**. The school's planning of the courses for next year will be based on your answers to these questions.

## ***Changing Courses***

You are expected to think very carefully about your choices and use the available counselling services offered by Bayfield High School. There will be plenty of time for you to make your decisions, but once you make up your mind, the school expects students to stick to their choices. **Students are not expected to try out a course at the beginning of the year and then change.** You must find out beforehand what is involved in the course and whether it is likely to meet your needs.

## ***Option Structure***

By using the intention forms of the students, the school works out a timetable to match as many students as possible. Most students' choices will fit. However, some may find that one of their chosen subjects is unavailable because of an unavoidable clash. After counselling by the school, and with further consultation with parents, these students will be able to choose an alternative subject.

**Consider more subjects than you need, just in case.**



## **Subject Costs**

Due to the materials used in some subjects the fees associated with studying these subjects can be above average. (e.g. Outdoor Education, Photography) Students need to carefully consider their ability to pay these subject fees before selecting them as part of their course.

**Students who owe money relating to courses in 2019 (or earlier) may not be permitted to take the same or similar courses in 2020.**

# **Bayfield High School Courses**

## **Multilevel Courses**

Students in Years 11 to 13 may study any subject at any level, as long as they meet the course entry requirements, and have gained approval from the Principal. The timetable has been designed so that students are able to choose their subjects from any NCEA Level. It is expected that students choose courses which reflect their level of achievement, rather than their age.

*Example:*

*A Year 11 student may take 12MAO, while a Year 13 student might decide to take 11ACC.*

## **Course Pathways**

Course pathways have been designed so that students can develop their interests right up to Year 13.

*Example: A student who is interested in Art could plan the following course pathway:*

<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
ART	ART	11ART	12ART + 12 APH	13ARA + 13APH

## **Course Specialisation**

In general, students are encouraged to take a broad course in Year 9, 10 and 11, but may specialise more in Year 12 and 13.

*Example:*

*A student might be very interested in Business and Finance. They might choose the following pathway:*

<b>Yr 9</b>	<b>Yr10</b>	<b>Yr11</b>	<b>Yr12</b>	<b>Yr13</b>
SoS	SoS	11ECO 11ACC	12ECO 12ACC 12MAC	13ECO 13ACC 13MAB

## **Entry Requirements**

Students who do not gain satisfactory results may be required to repeat courses.

These guidelines are also subject to staff recommendations.

Senior staff review students' course placements and adjust these if necessary during the year.

Students who fail entry criteria and want to apply for an exemption to study a subject may do so. In the first instance, this requires an interview with a Course Counsellor, Dean or Senior Manager, and a request made in writing to the relevant Head of Department. The decision may be appealed in writing to the Principal.

### **Note:**

- All classes will run at the discretion of the Principal. The number of students selecting a subject, and availability of teaching staff, will be key factors considered.
- Some classes have restricted numbers. Students will be advised if they will be unable to study a particular course.
- **All classes have entry requirements.** Students are advised to check these carefully. Only the Head of Department, Teacher in Charge of a subject or the Principal can vary these entry requirements.
- **Students must make sure that their Year 13 Leaving Qualification enables them to meet the requirements of their chosen Tertiary Provider.**

## Option Pathways 2020

Students are advised to study this pathway chart carefully and plan their course accordingly.

Learning Area	Subject	Year 10	NCEA 1	NCEA 2	NCEA 3
Arts Ngā Toi	Art	ART	11ART	12 ART	13 ARA
	Art History				13 ARH
	Photography			12APH	13APH
	Dance	PAR	11DAN	12DAN	13DAN
	Drama	PAR	11DRA	12DRA	13DRA
	Music	MUS or PAR	11MUS	12MUS	13MUS
English Ko te reo Ingarihi	English	ENG	11ENGA	12ENGA	13ENGA
			11ENGB	12ENGB	13ENGB
				12ENGC	
Languages Ko ngā Reo	Conversational English	ESOL	ESOL1	ESOL1 ESOL2	
	French	FRE	11FRE	12FRE	13FRE
	German	GER	11GER	12GER	13GER
Mathematics Pangarau	Te Reo Māori	MAO	11MAO	12MAO	13MAO
	Mathematics	MAT	11MATA 11MATB		13MAB
	Mathematics for Life			12MAL	
Physical Education and Health Hauora	Mathematics with Calculus			12MAC	13MAC
	Mathematics with Statistics			12MAS	13MAS
	Physical Education and Health	PED HEA	11PED 11HEA	12PED 12HEA	13PED 13HEA
Sciences Pūtaiao	Outdoor Education			12OED	
	Science	SCI	11SCIA 11SCIB	12SCI	13SCI
	Biology			12BIO	13BIO
Social Sciences Tikanga-ā-iwi	Chemistry			12CHE	13CHE
	Physics			12PHY	13PHY
	Social Studies	SOS			
Technology Hangarau	Accounting		11ACC	12ACC	13ACC
	Economics and Marketing		11ECO	12ECO	13ECO
	Classical Studies				13CLA
Others Ko ētahi kaupapa atu	History		11HIS	12HIS	13HIS
	Geography		11GEO	12GEO	13GEO
	Tourism			12TOU	13TOU
	Computer Science			12CSC	13CSC
	Computing		11COM	12COM	13COM
	Digital Media			12DME	13 DME
	Digital Technology	DTI	11DTA		
	Food Technology	TFN	11TFN	12TFN	13TFN
	Graphics	DVC	11DVC	12DVC	13DVC
	Textiles Technology	TFT	11TFT	12TFT	13TFT
	Hard Materials Technology	TEC	11TEC	12TEC	13TEC
	Mechanical Engineering		11TME	12TME	13TME
	Workshop Skills		11TWS	12TWS	
	Careers- Future Pathways		11FPY	12 FPY	13 FPY
	Careers- Gateway Otago Secondary Tertiary College			12GWY 12OSTC	13GWY 13OSTC

<b>Level 1</b>	<b>VISUAL ART</b>		<b>Code: 11ART</b>
Entry requirements:	Interest and ability in the subject, preferably with 10 credits gained in year 10 Art.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 8	External:12	
Course contribution:	\$80 – This fee includes charcoal, pastels, coloured paper, canvas and binding mediums, varnish oil, printmaking inks, wood, etc.		
Course it leads to:	12ARA, 13ARA, 12APH, 13APH, 13 ARH		
<p>Students who gained 10 credits in Year 10 art have the potential to gain a total of 30 Level 1 credits. Working from the local environment, and researching artists students' will acquire skills in observational drawing, print-making and painting. The aim is to develop their independent learning skills. Exploring colour, composition and tone through a range of media will encourage students understanding of the way in which artists use pictorial conventions.</p> <p>A study of visual imagery enables students to decode the fast moving visual world which surrounds them, appreciate the influence of social context on Artists; and develop the technical, creative and problem-solving skills required to produce art work in a range of media.</p>			
Possible career pathways: University, Art School, Architect, Chef, Creative Communications, Graphic Artist, Teacher, Art Historian, Gallery Curator, Film Industry, Art Director, Animator, Photographer.			

<b>Level 2</b>	<b>VISUAL ART-PAINTING</b>		<b>Code: 12ART</b>
Entry requirements:	Completion of Year 11 Art programme or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 8	External:12	
Course contribution:	\$60 - This fee includes charcoal, pastels, coloured paper, canvas and binding mediums, varnish oil		
Course it leads to:	13ARA, 13APH, 13 ARH		
Students are introduced to a range of new media, techniques and skills to produce art works. The internal credits link to the 12 credit folio, where the students look at their own identity and what makes them individuals. This course caters for individual creativity, innovative practice and develops skills in producing art works.			
Possible career pathways: University, Art School, Architect, Chef, Graphic Artist, Teacher, Art Historian, Gallery Curator. Film Industry, Art Director, Animator, Photographer, Architect, Interior Designer.			

<b>Level 3</b>	<b>PAINTING</b>	<b>Code: 13ARA</b>
Entry requirements:	Completion of Year 12 Art programme or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards:	
Number of Credits	Internal: 8	External: 14
Course contribution:	\$60 plus additional cost for posting folios. This fee includes charcoal, pastels, coloured paper, canvas and binding mediums, varnish etc.	
U.E Approved Credits	26	
<p>Students start with a common theme from which they generate, explore and develop their own ideas based on the methods and concepts of artist models. The external folio consists of paintings generated by the internals. Students are encouraged to develop their own direction, style of media handling and interpretation of subject matter.</p> <p>Drawing is used to generate ideas in a wide range of media. With a strong emphasis placed on understanding how to integrate pictorial elements and conventions to create images with a specific purpose in mind.</p> <p>Possible career pathways: University, Art School, Graphic Artist, Teacher, Art Historian, Gallery Curator, Film Industry, Art Director, Animator, Photographer, Digital Media Design, Communication Industry, Architect, Interior Designer.</p>		

<b>Level 2</b>	<b>PHOTOGRAPHY</b>		<b>Code: 12APH</b>
Entry requirements:	Completion of Year 11 Art programme or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 8	External:12	
Course contribution:	\$100, printing of high quality prints and folio board.		
Course it leads to:	13APH, 13 ARH		
<p>An exciting medium, Photography explores the creative potential of drawing with light. Students undertake practical work acquiring photographic and camera skills. Combining these with the study of photographers' work enables students to manipulate their own images. They then move into the world of Photoshop and the manipulation of imagery and concept. This is an essential subject for those who wish to become literate in the decoding and development of imagery of their visual world. A folio is then produced for the external exam.</p> <p>Each student will undertake practical work, photographic techniques and get to understand the power of Photoshop. Students will maintain a diary and research the work of a number of photographers.</p> <p>Possible career pathways: University, Art School, Graphic Artist, Teacher, Art Historian, Gallery Curator, Film Industry, Art Director, Animator, Photographer, Architect, Digital Media Design.</p>			

<b>Level 3</b>	<b>PHOTOGRAPHY</b>		<b>Code: 13APH</b>
Entry requirements:	Completion of Year 12 Photography programme or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 8	External: 14	
Course contribution:	Course fees \$120, plus work-book. Additional cost for posting folios to Wellington for marking. Money will be put on to their student card for printing by the HOD. This is to help layout of both internal and external work. Printing of high quality prints for folio.		
U.E Approved Credits	26		
The focus here is on understanding Photography as a creative medium and developing a greater skills and understanding of Photoshop. Through the study of other photographers and conventions, students gain knowledge of how artists communicate meaning through their images. Through developing a related series of work, students put a folio together over the year that is sent away as their external assessment.			
Possible career pathways: University, Architect, chef, Art School, Graphic Artist, Teacher, Art Historian, Gallery Curator, Film Industry, Art Director, Animator, Photographer, Architect, Digital Media Design, Weta studios.			

<b>Level 3</b>	<b>ART HISTORY</b>		<b>Code: 13ARH</b>
Entry requirements:	By application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 8	External: 12	
Course contribution:	\$30		
U.E Approved Credits	20		
<p>Art History is suitable for Year 13 students who are interested in engaging with visual culture, and who wish to develop their skills in analysis and appreciation of art and aesthetics. Students will learn to apply historical understandings and knowledge to their contemporary and dynamic visual world. Students will learn important skills such as discussion, interpretation, analysis, and evaluation which transfer beyond the content of the discipline into their immediate visual environment and into a wider cultural and social context. Art History teaches students different ways of thinking, questioning, and asserting their ideas and values. It sparks curiosity, demands intellectual rigour and prepares students for further academic or tertiary study.</p> <p>Art History enhances our visual experiences of the world as viewers and participants, within a framework, by applying methodologies that enable us to transfer new knowledge to our own sphere.</p>			
Possible career pathways: University, Art School, Graphic Artist, Teacher, Art Historian, Gallery Curator, Film Industry, Art Director, Animator, Photographer, Architect, Digital Media Design, Communications Industry, Interior Designer.			

## Careers- Gateway

**HOD: Ms Duncan**

<b>Level 2/3</b>	<b>GATEWAY</b>	<b>Code: 12/13GWY</b>
Entry requirements:	Entry to this course is through application and interview. Application packs are available from Ms Duncan.	
	Students must demonstrate a satisfactory attendance and work record in the classroom, having completed the NCEA level of the year before they are accepted to this course. Students must also have a clear and appropriate career path that they wish to pursue.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: approx. 20	Industry based Unit Standards determined by individual programme
UE Approved	No (Level 3 credits gained do contribute to NCEA Level 3)	
Course contribution:	Nil	
Course it leads to	University, Polytechnic, Private Training Organisations, Apprenticeships, Employment.	
Gateway is a TEC funded course allowing students to gain NCEA credits in the workplace. Each student is assessed and monitored in the workplace, spending one day per week in work that is relevant to their future career or training options. The class work that they miss through this placement is caught up in the remaining Gateway class time, so self-motivation and independent learning skills are essential.		
Work placements are made in the career area students are interested in (or a related area) and there is a commitment to working 20 sessions during the year. In 2020, placements may be available for students considering careers in teaching, nursing, building, hairdressing, automotive engineering, electrical, painting, hospitality and retail (other areas may be available on application). Students will be required to complete an application and undergo an interview before being considered for a place on the programme. Acceptance to the Gateway Programme is not guaranteed.		
Possible career pathways: Dependent on career pathway chosen to investigate.		
<b>Please collect application pack from Ms Duncan before selecting this subject.</b>		

## Careers- Future Pathways

**HOD: Ms Duncan**

<b>Level 1</b>	<b>FUTURE PATHWAYS</b>	<b>Code: 11FPY</b>
Entry requirements:	Open entry	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 20	
Course it leads to:	12FPY	
Course contribution:	\$20.00	
This course is aimed at assisting students to prepare for the workplace or further training in vocational skills.		
Topics will cover areas of work and study skills. For example, interpersonal communication, preparing a career plan, driving and law related topics, preparing for work experience. Students will also prepare their CV during the year, and develop skills in group co-operation and team work.		
Students may also have the opportunity to explore topics directly related to their vocational interest, or there may be an opportunity to work towards one of the six vocational pathway sectors.		
Possible career pathways: Dependent on career pathway chosen to investigate.		

<b>Level 2</b>	<b>FUTURE PATHWAYS</b>	<b>Code: 12FPY</b>
Entry requirements:	By application to the HOD	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 20 based on the Vocational Pathway most suited to each individual	
Course it leads to:	13FPY	
Course contribution:	\$20.00	
The programme includes topics that are aimed at assisting students in their learning, in exploring their skills and possible future direction, in applying for courses or positions of employment, and in researching career options. Future Pathways will be based around the employability skills framework and the following will be covered: Positive attitude, good communication, team work, self management, willingness to learn, thinking skills, resilience. The course will also focus on assisting students to achieve the 20 selected sector standards required to achieve a Vocational Pathways Award on their NZQA Record of Achievement. Please see the Vocational Pathways booklet at <a href="http://youthguarantee.net.nz/start-your-journey/">http://youthguarantee.net.nz/start-your-journey/</a>		
Possible career pathways: Dependent on career pathway chosen to investigate.		

<b>Level 2/3</b>	<b>FUTURE PATHWAYS</b>	<b>Code: 13FPY</b>
Entry requirements:	By application to the HOD	
Type(s) of Assessment:	Unit Standards	
Number of Credits	20	
UE Approved	No (Level 3 credits gained do contribute to NCEA Level 3)	
Course contribution:	\$20.00	
<p>The programme includes topics that are aimed at assisting students gain the skills required for their future, and those required for successful employment. Future Pathways will be based around the employability skills framework and the following may be covered: Positive attitude, good communication, team work, self management, willingness to learn, thinking skills, resilience.</p> <p>Students may take this course for the first time in Year 13, or carry on from Levels 1 and 2.</p> <p>This course may also aid students in achieving a Vocational Pathways Award on their NZQA Record of Achievement.</p> <p>Possible career pathways: Dependent on career pathway chosen to investigate.</p>		

<b>Level 2/3</b>	<b>OTAGO SECONDARY TERTIARY COLLEGE</b>	<b>Code: 12/13 OSTC</b>
Entry requirements:	Entry to this course is through application and interview. Application packs are available from Ms Duncan	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal 20+. Industry based Unit Standards assessed by Otago Polytech – determined by individual programme	
UE Approved	No (Level 3 credits gained do contribute to NCEA Level 3)	
Course contribution:	Nil	
Course it leads to:	Polytechnic, Private Training Organisations, Apprenticeships, Employment	
<p>Otago Secondary-Tertiary College (OSTC) is practical, career-focused learning for students in Years 12-13 who want to get a head start on life after school. There is the opportunity to develop hands-on skills and experience to help you prepare for further study, on-the-job training and employment. This course involves being at school for four days and at Otago Polytechnic for one day a week. Credits gained contribute to NCEA Level 2 or 3.</p> <p>You must be motivated. You need to be keen to pursue a career pathway related to the programme. Ideally you should have achieved NCEA Level 1 including English and Mathematics.</p> <p>Courses likely to be available in 2020 are:</p> <p>Level 2: Salon Skills, Automotive</p> <p>Level 3: Sport Exercise and Health, Cookery, Introduction to Engineering, Building and Construction</p> <p>Please see Ms Duncan for further information on each of these courses.</p>		
<b>Please collect application pack from Ms Duncan before selecting this subject.</b>		

<b>Level 1</b>	<b>DIGITAL TECHNOLOGY</b>		<b>Code: 11DTA</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 17	External: 3	
Course contribution:	\$30		
Course it leads to:	12/13 DME, 12/13 CSC		
The course will include a range of computer programming, webpage design and general computing skills. Programs used will include Adobe Photoshop, Brackets and Visual C#. Major topics covered will be Web Design and Programming, with an external exam focusing on the Human Computer Interface, in respect to good digital design.			
Possible career pathways: Level 2 and 3 Computer Science and/or Digital Media; University; Polytechnic; Software Engineer; Database Administrator; Web Developer; Digital Designer; Software Developer.			

<b>Level 1</b>	<b>COMPUTING-Vocational</b>		<b>Code: 11COM</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 4	External: 0	Internal: 14
Course contribution:	\$30		
Course it leads to:	12COM		
This course is designed to give students a general grounding in a range of computer applications and their practical application in the workplace. Common topics covered are spreadsheets, databases, presentations, webpages and desktop publishing. These help a student learn and demonstrate the skills required for using computers at home, work or any community setting.			
Possible career pathways: Level 2 and 3 Digital Technologies - Business. Office Administration; Legal Executive; Receptionist; Personal Assistant; Data Entry Operator.			

<b>Level 2/3</b>	<b>COMPUTING-Vocational</b>	<b>Code: 12/13COM</b>
Entry requirements:	Open entry	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 20	
Course contribution:	\$30	
U.E Approved	No (Level 3 credits gained do contribute to NCEA Level 3)	
Course it leads to:	13COM	
This course is suitable for all students, even those who did not do level 1 Computing. The course is tailored to the individual students' needs and previous experience with computers. They will obtain a range of text and data entry, communications and design skills. Programs used include Microsoft Word, excel, Access, Dreamweaver and Adobe Photoshop. Credits are offered from across Level 1, 2 and 3; depending on each student's previous experience.		
Possible career pathways. Taking this subject will give you the skills required for a range of industry/career pathways, as most careers now require you to interact with computers e.g. word processing, spreadsheets, databases or desktop publishing.		

<b>Level 2</b>	<b>COMPUTER SCIENCE</b>		<b>Code: 12CSC</b>
Entry requirements:	Any 12 credits from 11 DTA, or 80+ Level 1 credits and application to the Head of Department		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 18	External: 3	Internal: 3
Course contribution:	\$30		
Course it leads to:	13 CSC		
The course is designed to provide students with a high level of fluency in computer programming, interface design and computer science theory, which looks at the development and use of artificial intelligence. All these topics will be explored through computer programming using the C# language and project management skills.			
Possible career pathways: University, Polytechnic, Software Engineer, Systems Analysis, Game Designer.			



<b>Level 3</b>	<b>COMPUTER SCIENCE</b>		<b>Code: 13CSC</b>
Entry requirements:	Any 12 credits from Year 12 Computer Science or Digital Media, or by application to the Head of Department		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 18	External: 3	Internal: 6
Course contribution:	\$30		
U.E Approved Credits:	21		
Year 13 Computer Science is an advanced course, following on from the Year 12 course, offering Level 3 achievement standard credits. A significant proportion of the course involves programming, using the C# language, to an advanced object orientated level. Students will continue learning their project management skills as they work on their programming projects. They will also investigate areas of Computer Science which involve artificial intelligence, computer graphics, complex systems and software engineering.			
Possible career pathways: University, Polytechnic, Software Engineer, Systems Analysis, Game Designer, Computer Science, Information Technology.			

<b>Level 2</b>	<b>DIGITAL MEDIA</b>		<b>Code: 12DME</b>
Entry requirements:	Any 12 credits from Year 11 Digital Technology or by application to the Head of Department		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 17	External: 3	
Course contribution:	\$30		
Course it leads to:	13 DME		
The course is designed to provide students with a high level of fluency in designing and building websites and databases. This is coupled with project management skills aimed at getting the best product possible in a timely manner. Web Design or Print Publishing are possible contexts for their final project. Languages studied include HTML, CSS, PHP and SQL.			
Possible career pathways: University; Polytechnic; Web Developer; Digital Designer; Software Developer.			

<b>Level 3</b>	<b>DIGITAL MEDIA</b>		<b>Code: 13DME</b>
Entry requirements:	12 credits from Year 12 Digital Media, Computer Science, or by application to the Head of Department.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 17	External:3	
Course contribution:	\$30		
U.E Approved Credits:	20		
The course structure is very similar to the year 12 course – with some general skills taught to all students. An interactive Web Site linked to a functioning multi-table database is one of the main projects for the year. And again, Web Design or Print Publishing are possible contexts for their final project. Languages studied include HTML, CSS, PHP and SQL.			
Possible career pathways: University; Polytechnic; Web Developer; Digital Designer; Software Developer.			

<b>Level 1</b>	<b>ENGLISH – Band A</b>		<b>Code: 11ENGA</b>
Entry requirements:	Students should be working at Level 5 in Year 10 to be eligible for the course and should be averaging 'Achieved' in formal writing.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: up to 15	External: up to 12	
Course it leads to:	12 ENGA		
During this course students and their teacher will consult as to how many external standards the student might sit. There are five internal Achievement Standards covering creative and formal writing, speaking, and close reading of visual text. Of the examination standards, two are text based and one is close reading.			
Possible career pathways: English focuses on skills which are central to any career. Some careers where English is especially useful are: law, teaching, journalism, publishing, marketing and advertising.			

<b>Level 1</b>	<b>ENGLISH – Band B</b>		<b>Code: 11ENGB</b>
Entry requirements:	This course is aimed at students who have completed the Year 10 course.		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 13	External: 4	Internal: 15
Course it leads to:	12ENGB (if pre-requisites are met) or 12ENGCB (Communications English)		
This course is designed for students who find English difficult and who need to work at a slower pace in order to embed knowledge. The course provides the opportunity for students to achieve the literacy requirements for NCEA. Students are also offered the opportunity to sit up to two external standards.			
Possible career pathways: English focuses on skills which are central to any career.			

<b>Level 1</b>	<b>ENGLISH – Band C</b>		<b>Code: 11ENGCB</b>
Entry requirements:	This course is aimed at students who have completed the Year 10 course.		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 13	External: 4	Internal: 15
Course it leads to:	12ENGCB		
This course is designed for students who find English difficult and who need to work at a slower pace in order to embed knowledge. The course provides the opportunity for students to achieve the literacy requirements for NCEA with the three generic literacy Unit Standards. There is the opportunity to sit one external Achievement Standard.			
Possible career pathways: English focuses on skills which are central to any career.			

<b>Level 2</b>	<b>ENGLISH – Band A</b>		<b>Code: 12ENGA</b>
Entry requirements:	Students should have gained at least Achieved grades in Level 1, Band A, to be eligible for the course.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: Up to 17	External: 12	
Course it leads to:	13 ENGA		
There are four internal Achievement Standards including a writing portfolio, wide reading, research and close viewing of film. Of the examination standards, two are text based and one is close reading of unfamiliar text.			
Possible career pathways: English focuses on skills which are central to any career. Some careers where English is especially useful are: law, teaching, journalism, publishing, marketing and advertising.			

<b>Level 2</b>	<b>ENGLISH – Band B</b>		<b>Code: 12ENGB</b>
Entry requirements:	Students should have Achieved at least 12 credits from NCEA Level 1 English to be eligible for this course. These students will also need to be self-motivated and organised because the assessment is mostly internal.		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: Up to 13	External: 8	Internal: Up to 6 (optional)
Course it leads to:	13ENGB		
There are up to five internal Achievement Standards and two Unit Standards, including a writing portfolio, wide reading, and close viewing of film. There are two external standards, which are close reading of unfamiliar texts and response to text.			
Possible career pathways: English focuses on skills which are central to any career. Some careers where English is especially useful are: law, teaching, journalism, publishing, marketing and advertising.			

<b>Level 2</b>	<b>COMMUNICATIONS ENGLISH</b>		<b>Code: 12ENG C</b>
Entry requirements:	NCEA Level 1		
Type(s) of Assessment:	Achievement Standards (Extension)		Unit Standards
Number of Credits	Internal: 3	External: 4	Internal: 15
Course it leads to:	Students who do this course will not continue into NCEA Level 3 English.		
12ENG C units are primarily communication skills rather than literature units, and will concentrate on the skills that students will need to be literate and more effective communicators in today's society. The course is tailored to suit the needs of the student. Some Achievement Standards will be offered as extension for the class.			
Possible career pathways: English focuses on skills which are central to any career.			

<b>Level 3</b>	<b>ENGLISH – Band A</b>		<b>Code: 13ENGA</b>
Entry requirements:	In Band A we would expect to have those students who achieved most of the Level 2 standards with Excellences and Merits		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 17	External: Up to 12	
U.E Approved credits:	25		
This is a full NCEA examination course. Any scholarship candidate would be in Band A. There are three internal Achievement Standards covering writing, research and an oral presentation. Of the examination standards, two are text based and one is close reading. There will be the opportunity to use work from other subjects to satisfy the requirements of some Achievement Standards.			
Possible career pathways: English focuses on skills which are central to any career. Some careers where English is especially useful are: law, teaching, journalism, publishing, marketing and advertising.			

<b>Level 3</b>	<b>ENGLISH – Band B</b>		<b>Code: 13ENGB</b>
Entry requirements:	This course is for candidates whose grades at Level 2 show that they do better in the internally assessed standards. This course by itself, does not give access to all University Entrance literacy credits. It is a prerequisite that students already have Level Two University Entrance reading literacy credits.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 16	External: 4 (another 4 are optional)	
U.E Approved credits:	20-24		
This course caters for those who intend to go on to tertiary education and those students who are on a vocational pathway. It is not a literature-based course. There are five internal Achievement Standards covering writing, the creation of a visual text, an oral presentation and close viewing of a visual text. Students will sit one external standard (Response to unfamiliar texts) and may also chose to respond to the film external.			
Possible career pathways: English focuses on skills which are central to any career. Some careers where English is especially useful are: law, teaching, journalism, publishing, marketing and advertising.			

## English for Speakers of Other Languages HOD: Mrs Curran

<b>Level 1</b>	<b>ESOL Level 1 Literacy</b>	<b>Code: ESOL1</b>
Entry requirements:	Students should have achieved the entry test at upper stage 2 or early stage 3 of the ELLPS. This course is for Year 11 and 12 students.	
Type(s) of Assessment:	Literacy Unit Standards (x3) and English Language Unit Standards	
Number of Credits	Internal: Up to 22	
Course contribution:	\$45 for any non-fee paying international students.	
Course it leads to:	13ESOL	
<p>This course provides the opportunity for international students to achieve the literacy requirements for Level 1 NCEA with the three generic literacy Unit Standards. There is also the opportunity to sit other English Language Level 2 Unit Standards for extra Level 2 credits, once Level 1 Literacy has been achieved.</p> <p>The emphasis of this course is on communication in English and requires the student to focus on reading with understanding, writing to communicate ideas and to actively take part in spoken interactions. All work generated in class by the teaching and learning programme for the literacy unit standards is assessed internally over the whole year.</p> <p>Areas of focus are: increasing vocabulary; practising English grammar; recognising language features, purpose, audience, and different types of text; locating and analysing ideas and information from text and wide reading; presenting a speech, comparing, contrasting and evaluating meaning; producing paragraphed writing using different sentence structures; learning strategies for self-monitoring and accuracy; contributing ideas and displaying both verbal and non-verbal behaviours with spoken communication.</p> <p>Possible career pathways: University Entrance, Teaching, Translating, Tourism Industry.</p>		

Level 2		ESOL Level 2 Literacy	Code: ESOL2
Entry requirements:		Students should have achieved ESOL Level 1 Literacy in Year 11 or 12	
Type(s) of Assessment:	English Achievement Standards (Level 2 English)	English Language Standards (Level 3):	
Number of Credits	Internal: up to 14	Internal: up to 15	
Course contribution:	\$45 for any non-fee paying international student.		
U.E. Approved Credit	Not approved, but credits are for Level 2 UE literacy requirement.		
<p>This course is designed for international students who find it difficult to achieve their full potential in mainstream English. There is an emphasis on English grammar, vocabulary, paragraph and sentence structure and self-monitoring accuracy. There are up to 14 credits for internal English Achievement Standards which include a writing portfolio, wide reading and a written response to information research. All work is internally assessed as it is produced over the whole year, with the exception of 2 separate reading assessments for EAP. University Entrance Literacy is 5 reading and 5 writing credits.</p>			
<p>The requirements of this course are to:</p> <ul style="list-style-type: none"><li>• Write six developed personal responses to different types of texts that demonstrate insight and significant understanding of the text and are supported by relevant evidence or details from the text.</li><li>• Produce a selection of at least four pieces of structured, crafted and controlled writing which develop and sustain convincing and effective ideas. There is an emphasis on planning; accuracy of grammar; the use of complex sentences, a more academic vocabulary and language features appropriate to audience and purpose.</li><li>• Frame an inquiry: research, investigate, explain and evaluation information about an issue (individually chosen topic) using literacy skills, in order to form a developed conclusion. (may be optional depending on other subject choice).</li></ul>			
Possible career pathways: University Entrance, Teaching, Translating, Tourism Industry.			

# Languages

**HOD: Mrs Clark**

<b>Level 1</b>	<b>FRENCH</b>		<b>Code: 11FRE</b>
Entry requirements:	Year 9 and 10 French or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10-14	External:10	
Course contribution:	Course booklet \$8.00		
Course it leads to:	12 FRE		
The course focuses on communication in French using simple language in familiar contexts through the four skills, Listening, Speaking, Reading and Writing. Students study at Levels 5 and 6 of the <i>New Zealand Curriculum</i> and achieve social competence with the language.			
The emphasis is on communication: using the past tenses; describing, comparing and contrasting people, places and things; about problems and solutions; in formal situations; about immediate plans, hopes, wishes and intentions. The contexts for this communication are: sports and leisure, eating out, travel, holidays, health, making social arrangements, school and New Zealand.			
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.			

<b>Level 2</b>	<b>FRENCH</b>		<b>Code: 12FRE</b>
Entry requirements:	15 credits in French at NCEA Level 1 or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10-14	External:10	
Course contribution:	Course booklet \$8.00		
Course it leads to:	13 FRE		
<p>The course focuses on communication in French using appropriate language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 7 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.</p> <p>The emphasis is on communication: about future plans; giving and responding to advice, warnings and suggestions; expressing and responding to approval, disapproval, agreement and disagreement; giving and responding to formation and opinions, giving reasons; reading about and recounting actual and imagined events in the past. The contexts for this communication are: school exchanges, French-speaking countries and communities, friendships and relationships, music and leisure, French connections with New Zealand and the future.</p>			
<p>Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.</p>			

<b>Level 3</b>	<b>FRENCH</b>	<b>Code: 13FRE</b>
Entry requirements:	15 credits in French at Level 2 or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 11-14	External:10
Course contribution:	Course booklet \$8.00	
U.E Approved credits:	24	
<p>The course focuses on communication in French using complex language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 8 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.</p> <p>The emphasis is on communication: about certainty and uncertainty, possibility and probability; developing an argument or point of view, with reasons; communicating the same information in different ways in different contexts; responding to literature and film from French-speaking cultures. The contexts for this communication are: a region of France; environmental issues; social issues and cohesion in France; cinema and study of selected films.</p> <p>Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.</p>		

<b>Level 1</b>	<b>GERMAN</b>		<b>Code: 11GER</b>
Entry requirements:	Year 9 and 10 German or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10-14	External:10	
Course contribution:	Course booklet \$8.00		
Course it leads to:	12 GER		
The course focuses on communication in German using simple language in familiar contexts through the four skills, Listening, Speaking, Reading and Writing. Students study at Levels 5 and 6 of the <i>New Zealand Curriculum</i> and achieve social competence with the language.			
The emphasis is on communication: using the past tenses; describing, comparing and contrasting people, places and things; problems and solutions; in formal situations; about immediate plans, hopes, wishes and intentions. The contexts for this communication are chosen in consultation with the students.			
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.			

<b>Level 2</b>	<b>GERMAN</b>	<b>Code: 12GER</b>
Entry requirements:	15 credits in German at NCEA Level 1 or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 10-14	External:10
Course contribution:	Course booklet \$8.00	
Course it leads to:	13 GER	
The course focuses on communication in German using appropriate language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 7 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.		
The emphasis is on communication: about future plans; giving and responding to advice, warnings and suggestions; expressing and responding to approval, disapproval, agreement and disagreement; giving and responding to information and opinions, giving reasons; reading about and recounting actual and imagined events in the past. The contexts for this communication are chosen in consultation with the students.		
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.		

<b>Level 3</b>	<b>GERMAN</b>	<b>Code: 13GER</b>
Entry requirements:	15 credits in German at Level 2 or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 11-14	External:10
Course contribution:	Course booklet \$8.00	
U.E Approved credits:	24	
The course focuses on communication in German using complex language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 8 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.		
The emphasis is on communication: about certainty and uncertainty, possibility and probability; developing an argument or point of view, with reasons; communicating the same information in different ways in different contexts; responding to literature and film from German-speaking cultures. The contexts for this communication are chosen in consultation with the students.		
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.		

<b>Level 1</b>	<b>TE REO MĀORI</b>	<b>Code: 11MAO</b>
Entry requirements:	Year 9 and 10 Te Reo Māori or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 12	External:6-12
Course contribution:	Course booklet \$8.00	
Course it leads to:	12 MAO	
<p>The course focuses on communication in Te Reo Māori using simple language in familiar contexts through the four skills, Listening, Speaking, Reading and Writing. Students study at Levels 5 and 6 of the <i>New Zealand Curriculum</i> and achieve social competence with the language.</p> <p>The emphasis is on communication about: past activities and events, present and past states, feelings and opinions, past habits and routines amounts, problems and solutions, immediate plans, hopes, wishes and intentions, describing, comparing and contrasting people, places and things, giving and following instructions and communicating in formal situations. Cultural content comprises knowledge of customs and traditions in Māori communities, past and present. A commitment to supporting Bayfield High School Māori activities is strongly recommended.</p>		
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.		

<b>Level 2</b>	<b>TE REO MĀORI</b>	<b>Code: 12MAO</b>
Entry requirements:	16 credits in Level 1 Te Reo Māori or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 10	External: 6-12
Course contribution:	Course booklet \$8.00	
Course it leads to:	13 MAO	
<p>The course focuses on communication in Te Reo Māori using appropriate language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 7 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.</p>		
<p>The emphasis is on communication: about future plans, giving and responding to advice, warnings and suggestions, expressing and responding to approval and disapproval, agreement and disagreement, giving and responding to information and opinions, reading about and recount actual or imagined events in the past. The contexts for this communication can include Te Ao Hurihuri, Ngā Mahi-a-Ringa, Moteatea, Te Tiriti o Waitangi, Ngā Whakapono and Ngā Kōrero o Nehera. The cultural content of the course applies mainly to these areas, focusing on both traditional and contemporary aspects. A commitment to supporting Bayfield High School Māori activities is strongly recommended.</p>		
<p>Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.</p>		

<b>Level 3</b>	<b>TE REO MĀORI</b>	<b>Code: 13MAO</b>
Entry requirements:	16 credits in Level 2 Te Reo Māori or by application to the HOD.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 10 - 16	External: 6 -12
Course contribution:	Course booklet \$8.00	
U.E Approved Credits:	28	
<p>The course focuses on communication in Te Reo Maori using complex language in less familiar contexts, through the four skills, Listening, Speaking, Reading and Writing. Students study at Level 8 of the <i>New Zealand Curriculum</i> and achieve personal independence with the language.</p> <p>The emphasis is on communication: about certainty and uncertainty, possibility and probability. Students will learn to develop an argument or point of view, with reasons; recount a series of events to inform, persuade or entertain; communicate the same information in different ways for different audiences and respond to selected and adapted texts in te reo Maori. The contexts for this communication can include the Treaty of Waitangi, moteatea, media, pakiwaitara, karanga and whaikorero. A commitment to supporting Bayfield High School Māori activities is expected.</p>		
Possible career pathways: Any career involving communication, from Travel Consultants and Police, to Translators for the United Nations and Diplomats.		

Level 1	MATHEMATICS		Code: 11MAT
Entry requirements:	All students will have completed a Mathematics Course of study in Year 10 and will be placed in the class most suitable for them by the HOD		
Type(s) of Assessment:	Achievement Standards		Numeracy Unit Standards
Number of Credits	Internal: 7+ Dependent on Course of Study	External: 4+ Dependent on Course of Study	Internal: 10 for selected students only
Course contribution:	\$40 for students in 11MATA for homework booklets \$40 for students in 11MATB for homework booklets Casio graphics calculator is compulsory for MATA. Scientific calculator is compulsory for MATB		
Course it leads to:	A Level 2 Mathematics Course which will be dependent on achievement in Year 11		
Mathematics is compulsory for all students in Year 11. Students will be placed in their most suitable course of study by the Head of Department, dependent upon their level of achievement during Year 10. The Mathematics department will be offering two courses in 2020:			
<u>Band A</u> This is an academic course that will focus more on the Mathematical Achievement Standards. Topics studied may include Algebra, Graphs, Geometric Reasoning, Number and Trigonometry. Students are expected to gain Merit and Excellence grades in assessments, with attendance at tutorials expected if homework or classwork is incomplete. Students who are successful in this course may go on to study either Mathematics with Calculus or Mathematics with Statistics at Level 2.			
<u>Band B</u> This course will focus more on the internally assessed Achievement Standards compared to Band A. Topics studied may include Multivariate and Bivariate Statistics, Probability, Measurement and Number. Students who are successful in this course may go on to study Mathematics with Statistics or Mathematics for Life only at Level 2. Selected students in this course may also complete a portfolio for the Numeracy Unit Standards on Number, Measurement and Statistics.			
During the course of the year students may be moved between courses to ensure that the individual needs of each student are catered for.			
Possible career pathways: Depending on the course of study students may go on to tertiary courses which could lead to careers in Mathematics, Engineering, Computing, Architecture, Physics, Chemistry, Veterinary Science, Economics, Finance, Primary Teaching, Design and Nursing.			

<b>Level 2</b>	<b>MATHEMATICS with Calculus</b>		<b>Code: 12MAC</b>
Entry requirements:	16 NCEA Level 1 Mathematics Achievement Standard credits which must include three of the following standards AS91027 Algebra, AS91028 Graphs, AS91026 Number or AS91031 Geometric Reasoning (or AS91032 Trig) (with Merit or above grades in two of these) or with HOD approval.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 7	External: 13	
Course contribution:	\$45 for homework booklets Casio graphics calculator is compulsory.		
Course it leads to: Any Level 3 Mathematics course (13MAC, 13MAS, 13MAB)			
Topics covered may include Algebra, Graphs, Calculus, Probability and Trigonometry. This is an academic course and leads onto any of the Level 3 Mathematics courses, but mainly to Calculus. Students intending taking Physics or Chemistry at level 3 or beyond need to take this course.			
In exceptional circumstances, where a career pathway is strongly linked to both Calculus and Statistics, students in 11MATA who have met the entry requirements for both courses may be given permission to study both Calculus and Statistics at Level 2. Students who wish to be considered for this must apply in writing, with the support of their parents/caregivers, to Mrs Forbes. Students and their parents/caregivers may then be interviewed to determine whether this is the wisest option choice for them.			
Possible career pathways: Tertiary courses which include Mathematics, Engineering, Computing, Architecture, Physics, Chemistry, Veterinary Science, Economics and Finance.			



<b>Level 2</b>	<b>MATHEMATICS with Statistics</b>		<b>Code: 12MAS</b>
Entry requirements:	14 NCEA Level 1 Mathematics Achievement Standard credits which must include Number and the following standards: Linear Algebra or Graphs, Measurement or a Geometry standard, Statistics or Probability, or with HOD approval.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External: 4	
Course contribution:	\$30 for homework booklets Casio graphics calculator is compulsory (essential for all statistical standards)		
Course it leads to:	Level 3 Mathematics with Statistics (13MAS) or Business Mathematics (13MAB) only. NOT 13 Calculus (13MAC).		
This course focuses on the Statistical Achievement Standards, so by gaining Merit or above it prepares students well for Year 13 Statistics. Topics studied may include Inference, Experiments, Simulations, Probability and Networks			
In exceptional circumstances, where a career pathway is strongly linked to both Calculus and Statistics, students in 11MATA who have met the entry requirements for both courses may be given permission to study both Calculus and Statistics at Level 2. Students who wish to be considered for this must apply in writing, with the support of their parents/caregivers, to Mrs Forbes. Students and their parents/caregivers may then be interviewed to determine whether this is the wisest option choice for them.			
Possible career pathways: Students can go on to tertiary courses which include Health Sciences, Sciences, PE, Geography, Business and Teaching, Insurance, Research and Development careers.			

<b>Level 2</b>	<b>MATHEMATICS for Life</b>		<b>Code: 12MAL</b>
Entry requirements:	Level 1 Numeracy or with HOD approval		
Type(s) of Assessment:	Achievement Standards	Unit Standards	
Number of Credits	Internal: 4+	Internal: 12+	
Course contribution:	\$40 for write-on notes and workbooks Casio scientific calculator is compulsory.		
This course will focus on mathematical skills needed in the community and in the workplace, with an emphasis on improving vocational mathematical knowledge. Students who take this course will be able to choose from a range of topics which are relevant to their intended career pathway. A large part of this course will require individual work, rather than working as a class. These may include personal banking, spreadsheets, cash handling, taxation and tourism calculations as well as networks and simulations			
Possible career pathways: Polytechnic Engineering, Automotive Studies, Hairdressing, Child Care; Building and Carpentry, Tourism, Catering.			

<b>Level 3</b>	<b>MATHEMATICS with Calculus</b>		<b>Code: 13MAC</b>
Entry requirements:	NCEA Level 2 Mathematics Achievement Standard passes in Algebra, Graphs, Calculus, and Trigonometry (with Merit or above grades in Algebra and Calculus) or with HOD approval.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 7	External: 17	
Course contribution:	\$45 for homework booklets Casio graphics calculator is compulsory.		
U.E Approved Credits:	24		
This course is designed to give a broad introduction to a variety of calculus topics, in preparation for university study, in particular for Mathematics, Physics, Chemistry and Engineering. Topics covered may include Differentiation, Integration, Complex Numbers, Trigonometric Equations and Conics. Students taking Physics or Chemistry should take this course.			
Possible career pathways: go on to tertiary courses which include Mathematics, Engineering, Architecture, Physics, Chemistry, Veterinary Science, Economics and Finance.			

<b>Level 3</b>	<b>MATHEMATICS with Statistics</b>		<b>Code: 13MAS</b>
Entry requirements:	12 NCEA Level 2 Mathematics Achievement Standard credits which include at least 2 of: Probability, Inference and Experiments (with Merit or above grades in two of these) or with HOD approval. A pass in Algebra at Level 1, at least, is essential; as is UE Literacy.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 12	External: 12	
Course contribution:	\$45 for homework booklets Casio graphics calculator is compulsory.		
U.E Approved Credits:	24		
This course offers an introduction to a range of statistical concepts, which are excellent preparation for any students intending further study or careers that will involve research and/or analysis and interpretation of data. Topics covered may include Bivariate Data Investigation, Formal Inference, Evaluate Statistical Reports, Time Series, Probability Concepts and Probability Distributions.			
Possible career pathways: go on to tertiary courses which include Health Sciences, Sciences, PE, Engineering, Geography, Business and Teaching, Insurance, Research and Development careers.			

<b>Level 3</b>	<b>MATHEMATICS - Business</b>		<b>Code: 13MAB</b>
Entry requirements:	12 NCEA Level 2 Mathematics Achievement Standard credits with a Merit pass in Algebra or Networks and Systems of Equations, also Probability and Inference recommended. UE Literacy is highly recommended. Also a pass in Algebra at Level 1, at least, is essential or with HOD approval.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 16	External: 4	
Course contribution:	\$45 for homework books Casio graphics calculator is compulsory.		
U.E Approved Credits:	20		
Topics covered are a mixture of Level 3 standards from calculus and statistics. Topics may include Bivariate Data Investigation, Critical Paths, Probability Concepts or Distributions, Systems of Equations, Linear Programming and Time Series.			
Possible career pathways: This course is designed for students who may be looking at career in scheduling, logistics, sales or management, or who would like to extend their mathematical and statistical knowledge and need Level 3 credits, but are not intending pursuing maths beyond school. This course complements Economics, Accounting and Digital Technology.			

## Music and Performing Arts

**HOD: Ms Hosken**

<b>Level 1</b>	<b>DANCE</b>		<b>Code: 11DAN</b>
Entry requirements:	Previous technical training is highly recommended. Year 10 Performing Arts course also recommended		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 20	External: 4	
Course contribution:	\$20 towards course materials such as music. \$20 course book. Hire of shoes and costume \$10. Other opportunities will be notified through a letter as they arise.		
Course it leads to:	12 DAN		
Dance at this level is divided into three areas of study; Choreography, Performance and Dance Perspectives. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the basis for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
Extension opportunities will be provided through individual programmes in certain areas. Involvement in the co-curricular programmes and events (stage challenge, school show and dance group) are highly recommended and expected as part of furthering your dancing education.			
Possible career pathways: Physical Education, Performing Arts, Science and Humanities, Education, Entertainer, Events Manger, Dancer, Television Presenter, Trainer, Producer			

<b>Level 2</b>	<b>DANCE</b>		<b>Code: 12DAN</b>
Entry requirements:	Previous technical training is highly recommended. Year 11 Dance is also highly recommended		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 16	External: 4	
Course contribution:	\$20 course material. \$20 course book and materials. Hire of shoes and costume \$10. Other opportunities will be notified through a letter as they arise		
Course it leads to:	13DAN		
Dance at this level is divided into three areas of study; Choreography, Performance and Dance Perspectives. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the basis for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
Extension opportunities will be provided through individual programmes in certain areas. Involvement in the co-curricular programmes and events (stage challenge, school show and dance group) are highly recommended and expected as part of furthering your dancing education.			
Possible career pathways: Physical Education, Performing Arts, Science and Humanities, Education, Entertainer. Events Manger. Dancer. Television Presenter. Trainer. Producer			

<b>Level 3</b>	<b>DANCE</b>		<b>Code: 13DAN</b>
Entry requirements:	Previous technical training is highly recommended. . Year 12 Dance is also highly recommended.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 22	External: 4	
Course contribution:	\$20 course material. \$20 course book and materials. Hire of shoes and costume \$10. Other opportunities will be notified through a letter as they arise		
U.E Approved Credits:	26		
Dance at this level is divided into three area of study, Choreography, Performance and Dance Perspectives. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the basis for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
Extension opportunities will be provided through individual programmes in certain areas.			
Involvement in the co-curricular programmes and events (stage challenge, school show and dance group) are highly recommended and expected as part of furthering your dancing education.			
Possible career pathways: Physical Education, Performing Arts, Science and Humanities, Education, Entertainer, Events Manger, Dancer, Television Presenter, Trainer, Producer			

<b>Level 1</b>	<b>DRAMA</b>		<b>Code: 11DRA</b>
Entry requirements:	Previous experience recommended but not essential. 10PAR encouraged.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 20	External: 4	
Course contribution:	\$20 write-on book/course book, \$5-8 for “Ensemble Impact”. Other theatre experiences will be charged as they arise. Students will need to purchase a Level 1 Drama study guide which can be bought through most book shops.		
Course it leads to:	12 DRA		
<p>Drama at this level is divided into three areas of study. Performance, Drama Creation and Drama studies. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the basis for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.</p> <p>Extension opportunities will be provided through individual programmes in certain areas. Involvement in the co-curricular programmes and events (school show, performing arts) are highly recommended and expected as part of furthering your drama education.</p> <p>Possible career pathways: Performing Arts, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Entertainer, Actor, Director, Production Manager, Public Relations Professional, Journalist</p>			

<b>Level 2</b>	<b>DRAMA</b>		<b>Code: 12DRA</b>
Entry requirements:	16 credits at Level 1 Drama. Achieved level 1 Literacy standards, good English skills highly recommended.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 20	External: 4	
Course contribution:	\$20 write-on book/course book, \$5-8 for “Ensemble Impact”. Other theatre experience will be charged as they arise. Students will need to purchase a Level 1 Drama study guide which can be bought through most book shops.		
Course it leads to:	13DRA, PERFQ		
Drama at this level is divided into three areas of study. Performance, Drama Creation and Drama studies. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the basis for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
Extension opportunities will be provided through individual programmes in certain areas. Involvement in the co-curricular programmes and events (school show, performing arts) are highly recommended and expected as part of furthering your drama education.			
Possible career pathways: Performing Arts, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Entertainer, Actor, Director, Production Manager, Public Relations Professional, Journalist			

<b>Level 3</b>	<b>DRAMA</b>		<b>Code: 13DRA</b>
Entry requirements:	16 credits at Level 2 Drama. Achieved level 1 Literacy standards, good English skills highly recommended.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 20	External: 4	
Course contribution:	\$20 write-on book/course book, \$5-8 for “Ensemble Impact”. Other theatre experiences will be charged as they arise.		
U.E Approved Credits:	24		
Drama at this level is divided into three areas of study. Performance, Drama Creation and Drama studies. Achieving between 16 -24 credits is expected in this course. Your portfolio of work will form the bases for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
Extension opportunities will be provided through individual programmes in certain areas. Involvement in the co-curricular programmes and events (school show, performing arts) are highly recommended and expected as part of furthering your drama education.			
Possible career pathways: Performing Arts, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Entertainer, Actor, Director, Production Manager, Public Relations Professional, Journalist			

<b>Level 1</b>	<b>MUSIC</b>		<b>Code: 11MUS</b>
Entry requirements:	Previous musical experience highly recommended. 10PAR or 10MUS as a lead-in course. Must be playing an instrument and attending lessons.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 20	External: 8	
Course contribution:	\$25 write-on course book and resource material. Approximately \$25 for a theory book. Instrument hire \$100. Indicative fee: Music Lessons if required for guitar/drums and piano approximately \$150 a term. Other music lessons no charge. Solo performance accompaniment, if required, \$25 per performance. Entries for various competitions will be advised through letters home.		
Course it leads to:	12MUS, PERFQ		
Music at this level is divided into Solo Performance and Group Performance, Composition, Music knowledge, Aural and Score Reading. Achieving between 16 -24 credits is expected in this course. This is an academic course with options for a practical based course. Individual courses and extension opportunities will be provided to meet student needs and levels. All students must be learning a musical instrument and must attend lessons either through school or outside school as a compulsory aspect to this course.			
Involvement in the co-curricular programmes and events are expected and highly recommended.			
Possible career pathways: Performing Arts, Sound engineering/technician, Musician, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Composer, Conductor			

<b>Level 2</b>	<b>MUSIC</b>		<b>Code: 12MUS</b>
Entry requirements:	Previous musical experience highly recommended. Level 1 Music recommended with at least 16 credits. Must be playing an instrument and attending lessons.		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal:20	External: 8	Internal:8 (optional)
Course contribution:	\$25 write-on course book and resource material. Approximately \$25 for a theory book. Instrument hire \$100. Indicative fee: Music Lessons if required for guitar/drums and piano approximately \$150 a term. Other music lessons no charge. Solo performance accompaniment, if required, \$25 per performance. Entries for various competitions will be advised through letters home.		
Course it leads to:	13MUS, 13 PERFQ		
<p>This course requires students to extend their skills acquired from NCEA Level 1, and is divided into Solo Performance and Group Performance, Composition, Music knowledge of specific pieces and styles, Research, Aural and Score Reading. Achieving between 16-24 credits is expected in this course.</p> <p>This is an academic course with options for a practical based course. Each student will work on an individual programme that is designed to their strengths and interests. Your portfolio of work will form the bases for all your assessment. All students must be learning a musical instrument and must attend lessons either through school or outside as a compulsory aspect to this course.</p> <p>Involvement in the co-curricular programmes and events are expected and highly recommended.</p> <p>Possible career pathways: Performing Arts, Sound engineering/technician, Musician, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Composer, Conductor, Singer, Entertainer</p>			

<b>Level 3</b>	<b>MUSIC</b>		<b>Code: 13MUS</b>
Entry requirements:	Previous musical experience highly recommended. Level 2 Music recommended with at least 16 credits. Must be playing an instrument and attending lessons.		
Type(s) of Assessment:	Achievement Standards		Unit Standards
Number of Credits	Internal: 20	External: 8	Internal: 8 (optional)
Course contribution:	\$25 write-on course book and resource material. Approximately \$25 for a theory book. Instrument hire \$100. Indicative fee: Music Lessons if required for guitar/drums and piano approximately \$150 a term. Other music lessons no charge. Solo performance accompaniment, if required, \$25 per performance. Entries for various competitions will be advised through letters home.		
U.E Approved Credits:	Up to 28		
This course requires students to extend their skills acquired from NCEA Level 1 & 2, and is divided into Solo Performance and Group Performance, Composition, Music knowledge of specific pieces and styles, Research, Aural and Score Reading. Achieving between 16-24 credits is expected in this course.			
Each student will work on an individual programme that is designed to their strengths and interests. Your portfolio of work will form the bases for all of your assessments. Assessment times have been set so that you can achieve your best in all areas and there will be little opportunity for re-assessment.			
All students must be learning a musical instrument and must attend lessons either through school or outside. Involvement in the co-curricular programmes and events (orchestra, choir, festivals etc.) are highly recommended and expected as part of furthering your musical education.			
Possible career pathways: Performing Arts, Sound engineering/technician, Musician, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Composer, Conductor, Singer, Entertainer			

<b>Level 2/3</b>	<b>PERFORMING ARTS ACADEMY Code: 12/13PARQ</b>	
Entry requirements:	Previous Performing Arts, Music, Drama and/or Dance experience highly recommended. Playing a musical instrument encouraged but not necessary. Lighting, Sound, or Sound recording experience encouraged by not essential.	
Type(s) of Assessment:	Achievement Standards	Unit Standards
Number of Credits	Internal: To be confirmed	Internal: To be confirmed
Course contribution:	\$25 write-on course book and resource material. Instrument hire \$90. Indicative fee: Music Lessons if required for guitar/drums and piano approximately \$150 a term. Other music lessons no charge. Solo performance accompaniment, if required, \$25 per performance. Entries for various competitions will be advised through letters home.	
U.E Approved Credits:	To be confirmed	
<p>This course is designed for students who are interested in a range of Performing Arts practical, technology based, and potentially work place based opportunities. The standards on offer include Music, Drama and Dance, Music Technology and Performing Arts Technology. This course is also suitable for students who are interested in Lighting, Sound, Sound recording, Production; or a range of Music, Dance and Drama practical combinations.</p> <p>Students will choose an individual programme that is designed to their strengths and interests. A portfolio of work will form the basis for all of assessments. Assessment times have been set so that all students can achieve their best in all areas. There will be little opportunity for re-assessment. Students interested in gaining University Entrance will need to ensure, in consultation with the HOD, the right combination of standards. This course will also contribute significantly to an Award in the Creative Industries and Technology Vocational Pathways.</p> <p>Involvement in the co-curricular programmes and events are expected as part of furthering your experiences across these areas.</p> <p>Possible career pathways: Performing Arts, Sound engineering/technician, Musician, Performer, Education, Producer, Advertising, Film and Media, Marketing, Artistic Director, Television Presenter, Radio Presenter, Events Manager, Composer, Conductor, Singer, Entertainer</p>		

## Physical Education

**HOD: Mr King**

<b>Level 1</b>	<b>Physical Education</b>	<b>Code: 11PED</b>
Entry requirements:	A reasonable standard of fitness and a genuine interest in sport and physical activity.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 17-19	
Course contribution:	Cost of approximately \$50.00. This covers field trips and travel off campus to different sporting activities.	
Course it leads to:	12PED	
<p>This course is a mixture of theory and practical learning and is aimed at students with an interest in sport and physical activity. Students will develop their application of participation, interpersonal skills and leadership through a range of physical activities, including Bowls, Curling, Volleyball and Tchoukball. Anatomy, Biomechanics and Exercise Physiology will also be applied to Badminton.</p> <p>Devices are not essential but highly recommended – please refer to specification requirements at the front of this booklet.</p> <p>Possible career pathways: General Practitioner, Osteopath, Chiropractor, Psychiatrist, Physiotherapist, Tertiary Lecturer, Nurse, Midwife, Occupational Therapist, Social Worker, Teacher, Police Officer, Fitness Instructor, Professional Sports Coach, Professional Sports Person, Fire-fighter, Ski Field Patroller, Lifeguard, Sports Official/Coordinator.</p>		

<b>Level 2</b>	<b>Physical Education</b>	<b>Code: 12PED</b>
Entry requirements:	Students will be expected to have gained Achieved or better in PE Achievement Standard 90963 at Year 11. Merit or Excellence endorsed across Year 11 PE will also gain entry to Year 12. In addition, strength in Level 1 Science would be expected along with a good level of fitness and a genuine interest in sport, physical activity and the outdoors.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 18-20	
Course contribution:	\$20 to cover photocopying, and with the inclusion of outdoor trips, a cost of approximately \$350 will be spread across the year for Rail Trail and rafting.	
Course it leads to:	13PED	
Theory topics covered will include anatomy, biomechanics, training principles and methods, sport psychology, leadership, risk management, social responsibility, and investigating the impact of a large sports tournament e.g. Rugby World Cup, America's Cup, Olympics. Practical activities will be from a selection of the following: Rail Trail, white water rafting, mountain biking, table tennis, and adventure-based learning.		
The content of the course is approximately 40% practical and 60% classroom based using a variety of teaching methods. Some time beyond the classroom will be required for trips and field work.		
Devices are not essential but highly recommended – please refer to the specification requirements at the front of this booklet.		
Possible career pathways: General Practitioner, Osteopath, Chiropractor, Psychiatrist, Physiotherapist, Tertiary Lecturer, Nurse, Midwife, Occupational Therapist, Social Worker, Teacher, Police Officer, Fitness Instructor, Professional Sports Coach, Professional Sports Person, Fire-fighter, Ski Field Patroller, Lifeguard, Sports Official/Coordinator.		

<b>Level 3</b>	<b>Physical Education</b>	<b>Code: 13PED</b>
Entry requirements:	Students will be expected to have gained Achieved or better in each of the PE Achievement Standards PE 91328 and PE 91330 at Year 12. In addition a strong performance in a Year 12 Science subject would be beneficial, and a genuine interest in sport and physical activity accompanied with a good level of fitness would be expected.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 18	
Course contribution:	\$25 to cover photocopying, and with the inclusion of outdoor trips, a cost of approximately \$500 will be spread across the year for rock climbing and Futsal instruction.	
U.E Approved Credits:	18	
The content of the course is approximately 40% practical and 60% classroom based using a variety of teaching methods. Time beyond the classroom will be required for trips and field work practicals. Activities completed will be drawn from rock climbing, futsal, examining trends in physical activity in New Zealand; and devising strategies to stay active beyond school.		
Devices are not essential but highly recommended – please refer to the specification requirements at the front of this booklet.		
Possible career pathways: General Practitioner, Osteopath, Chiropractor, Psychiatrist, Physiotherapist, Tertiary Lecturer, Nurse, Midwife, Occupational Therapist, Social Worker, Teacher, Police Officer, Fitness Instructor, Professional Sports Coach, Professional Sports Person, Fire-fighter, Ski Field Patroller, Lifeguard. Sports Official/Coordinator.		

<b>Level 1</b>	<b>Health</b>	<b>Code: 11HEA</b>
Entry requirements:	This course is aimed at students who have completed the Year 10 Health and Physical Education course.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 12	External: 4
Course contribution:	\$30 towards course materials	
Course leads to:	12HEA	
This course continues learning from Year 10 Health and Physical Education. Students will analyse a range of contemporary Health issues including drugs, alcohol and sexuality. Students will learn about strategies to improve well-being and will take action to improve their own well-being. This course is well suited to students who are interested in developing self-directed research skills.		
Possible career pathways: Careers in the Health sector including nursing, social work, counsellor, health promotion.		

<b>Level 2</b>	<b>Health</b>	<b>Code: 12HEA</b>
Entry requirements:	This course is aimed at students who have completed Level 1 Health and / or Physical Education. In the absence of these subjects student's English results will be taken into consideration for entry to this course in 2020.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 15	External: 5
Course contribution:	\$30 towards course materials	
Course leads to:	13HEA	
This course is a new course in 2020. Learning will focus on the analysis of a contemporary health issue of the student's choice, issues relating to sexuality and gender, and change management. Students will also research and implement health promotion projects that enhance the well-being of the school community. This course is well suited for students who have independent research skills and who can self-manage their own learning projects.		
Possible career pathways: Careers in the Health sector including nursing, social work, counsellor, health promotion.		

<b>Level 3</b>	<b>Health</b>		<b>Code: 13HEA</b>
Entry requirements:	This course is aimed at students who have completed Level 2 Health and / or Physical Education. In the absence of these subjects student's English results will be taken into consideration for entry to this course in 2020.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 15	External: 5	
Course contribution:	\$30 towards course materials		
This course is a new course in 2020. Elements of this course involve self-direction and students can choose health topics of interest to them. Students will research and analyse a New Zealand Health issue, an international health issue, and a contemporary ethical issue in relation to well-being. Students will also consider health practices in New Zealand and evaluate their effectiveness. This course is suited or students who have independent research and work skills and who have the motivation to manage their own time and projects.			
Possible career pathways: Careers in the Health sector including nursing, social work, counsellor, health promotion.			



<b>Level 2</b>	<b>OUTDOOR EDUCATION</b>	<b>Code: 12OED</b>
Entry requirements:	A student accepted into this course must have a genuine interest in the outdoors and be prepared to fully involve themselves in regular outdoor challenges. A sound level of fitness is essential. As the course involves mountain biking access to a mountain bike of sound quality will be required. Course places are restricted and entry to the course is at the discretion of the Teacher in Charge of Outdoor Education. For Unit Standard work students will need an appropriate performance in NCEA Level 1 (10 Credits in English and two other subjects will be required)	
Type(s) of Assessment:	Achievement Standards	Unit Standards
Number of Credits	Internal: 4	Internal: 24
Course contribution:	An up-front fee of \$100 will be required and then on-going payments throughout the year, on a term by term basis, to meet costs of trips, instructors, and equipment hire will be charged. A total cost of approximately \$350 will be incurred. There is also an optional ski trip run during the year with a cost of approx. \$397.	
This course is designed for students in Years 12 and 13 who are motivated and genuinely interested in the outdoors, and have an interest in perhaps pursuing a career in this industry. A total of approximately 28 credits at Level 2 and 3 will be offered from a variety of industry based Unit Standards that will contribute towards NCEA Level 2. Students will also gain the Outdoor First Aid Certificate.		
The course is run over five periods each week with one afternoon having two periods blocked together, and other periods either side of lunch times where possible, to allow sufficient time for practical work as required. Some classes will run beyond normal class time.		
Topics Covered: Bushcraft and Survival, River Crossing, Tramping, Rock Climbing, Outdoor First Aid, Navigation, Kayaking, Sailing, Mountain Biking, Adventure based learning, Skiing, Outdoor Leadership (Year 10 Camp) and Camping		
Possible career pathways: Social Worker, Teacher, Police Officer, Fitness Instructor, Fire-fighter, Ski Field Patroller/Instructor, Lifeguard, Sports Official/Coordinator, Outdoor Recreation Guide/Instructor, First Aid Instructor, Ambulance Officer.		

Level 1	SCIENCE	Code: 11SCI
Type(s) of Assessment:	Achievement Standards	
Number of Credits:	20 - 24	
Co Course contribution:	Approximately \$25 for a course book	
Course it leads to:	12PHY, 12CHE, 12BIO, 12SCI	
<p>This course will be structured to allow students to achieve their goals, while studying at a level suited to their ability. Each student's needs will be assessed and then they will be placed in one of the two courses outlined below.</p>		
<p><u>Band A</u></p> <p>Students in this course will be assessed using a combination of internally assessed Achievement Standards and externally assessed Achievement Standards. They will be able to gain 24 credits.</p> <p>Students will investigate and develop an understanding of Biology, Physics and Chemistry by studying a range of topics which will include Motion, Acids and Bases and Genetics, all assessed externally. Other topics studied could also include Micro-organisms, Atomic Structure and Electricity which will be assessed internally.</p>		
<p><u>Band B</u></p> <p>Students in this course will be assessed using a combination of internally assessed Achievement Standards. Students will be able to gain at least 20 credits.</p> <p>Students will investigate and develop an understanding of Biology, Physics and Chemistry by studying a range of topics which could include Metals, Chemical Reactions, Micro-organisms, Food and Plants, Atomic Structure, Astronomy.</p>		
<p><u>Note</u></p> <p>To allow students to construct a course that fits their career pathway they may be moved between the bands at different times in the year, so that the course can be tailored to their individual needs and strengths.</p>		
<p>Possible career pathways: any science related career pathway, including Engineering, Electronics, Aviation, Pilot, Health Sciences, Forensic Science / Law, Geology, Zoology, Botany, Genetics, Environmental Science, Nutrition, Physical Education, Veterinary Science and Nursing.</p>		

<b>Level 2</b>	<b>BIOLOGY</b>		<b>Code: 12BIO</b>
Entry requirements:	If you were in Band A Science – 16 Level 1 Science credits, which should include the 4 credits from the external AS 90948 (Genetics). If you were in Band B Science – 16 Level 1 Science credits, which include Merit grades from AS 90950 (Microbiology) and AS90925 (practical investigation).		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External: 8	
Course contribution:	Workbook approx. \$30 and fieldtrip costs approx. \$20		
Course it leads to:	13 BIO		
Students will investigate and develop an understanding of practical investigations in Biology, plant and animal diversity in their way of life, life processes at cellular level, patterns in communities, genetic variation and practical microscopy.			
Students will learn through a mixture of theory and experimental lessons, as well as through field work.			
Possible career pathways: any science related career pathway e.g. Health Sciences, Zoology, Botany, Genetics, Environmental Science, Nutrition, Physical Education, Veterinary Science, Forensic Science, Nursing.			

<b>Level 3</b>	<b>BIOLOGY</b>	<b>Code: 13BIO</b>
Entry requirements:	12 Level 2 Biology credits, at least four of which should be from an external paper.	
Type(s) of Assessment:	Achievement Standards	
Number of Credits	Internal: 10	External: 9
Course contribution:	Workbook approx. \$30 and possible fieldtrip(s) costs of approx. \$20	
U.E Approved Credits:	Minimum of 19	
Students will investigate and develop an understanding of: animal and plant behaviour in relation to environmental factors; trends in human biological and cultural evolution; socio-scientific issues affecting New Zealanders and human physiological adaptations.		
Students will develop the skills to make an informed response about biological information that is presented to the public. Students will learn through a mixture of theory and experimental lessons, as well as through fieldwork.		
Possible career pathways: any science related career pathway e.g. Health Sciences, Zoology, Botany, Genetics, Environmental Science, Nutrition, Physical Education, Veterinary Science, Forensic Science, Nursing.		

<b>Level 2</b>	<b>CHEMISTRY</b>		<b>Code: 12CHE</b>
Entry requirements:	If you were in Band A Science - 16 Level 1 Science credits, which should include the 4 credits from the external AS 90944 Acids and Bases. If you were in Band B Science - 16 Level 1 Science credits, which include an excellent grade from AS 90930 (Reaction Rates) or AS90946 (Metals).		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 7	External: 13	
Course contribution:	\$30 for write-on course book and work book		
Course it leads to:	13CHE		
You will learn about Chemistry as a science that investigates matter in both living and non-living systems. The course covers the topics Atomic Structure and Bonding, Chemical Calculations, Acids and Bases, Organic, Redox and Equilibrium. You will learn through a combination of experimental and theory lessons.			
Possible career pathways: any science related career pathway, including Health Sciences, Vet, Engineering, Forensic Science / Law, Geology.			

<b>Level 3</b>	<b>CHEMISTRY</b>		<b>Code: 13CHE</b>
Entry requirements:	An achieved grade in all three external achievement standards at Level 2 and 8 Mathematics credits at Level 2.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 6	External: 15	
Course contribution:	Approximately \$30 for a course book		
U.E Approved Credits:	25		
The topics you will cover include atomic structure, aqueous solutions, equilibrium, energy in reactions, redox reactions and organic chemistry. You will learn about processes in chemistry and their interaction with people and the environment. You will also be required to conduct an extended practical investigation. You will learn through a mixture of experimental and theory lessons.			
Possible career pathways: any science related career pathway, including Medicine, Vet Science, Engineering, Forensic Science/Law, Geology, Physiotherapy, Nursing.			

<b>Level 2</b>	<b>PHYSICS</b>		<b>Code: 12PHY</b>
Entry requirements:	16 Level 1 Science credits, which include the 4 credits from the external AS 90940 Mechanics. It is also recommended that you have 12 Level 1 Mathematics credits, including Algebra.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 7	External: 16	
Course contribution:	Approximately \$30 for a work book		
Course it leads to:	13PHY		
Students will explore the physical world and seek to understand and describe the phenomena that occur. The areas studied are Mechanics, Electricity, Electromagnetism, Light and Waves, Nuclear Physics.			
Possible career pathways: any science related career pathway, including Engineering, Medical Sciences, Electronics, Physiotherapist, Veterinarian, Geologist, Architect and an Aviation Pilot.			

<b>Level 3</b>	<b>PHYSICS</b>		<b>Code: 13PHY</b>
Entry requirements:	At least 13 credits in Level 2 Physics		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 7	External: 16	
Course contribution:	Approximately \$30 for a course book		
U.E Approved Credits:	23		
The areas studied are rational motion, simple harmonic motion, magnetic fields, AC electricity, waves, atoms and photons, nuclear physics.			
Possible career pathways: any science related career pathway, including Engineering, Medical Sciences, Electronics, Physiotherapist, Veterinarian, Geologist, Architect and an Aviation Pilot.			

<b>Level 1</b>	<b>ACCOUNTING</b>		<b>Code: 11ACC</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 12	External: 9	
Course contribution:	\$30 for workbooks		
Course it leads to:	12 ACC		
The course aims to develop students' understanding of the role of accounting in society as a financial language for individuals, community organisations and businesses. As well as providing students with knowledge of the principles, processes and systems of accounting, and enabling students to apply financial knowledge and skills to practical situations.			
Possible career pathways: An understanding of the basics of accounting is important for any future career. Whether you work in the public sector or end up running your own enterprise you will need to know how to measure your income and expenses. You will need to know whether you are making a profit or loss and whether or not your equity is increasing from year to year.			

<b>Level 2</b>	<b>ACCOUNTING</b>		<b>Code: 12ACC</b>
Entry requirements:	Must have passed 2 internal and 1 external Achievement Standards in Level 1 Accounting. Or direct entry students require a minimum of 15 Achievement Standard credits in NCEA English.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10	External: 13	
Course contribution:	\$30 for workbooks		
Course it leads to:	13ACC		
This course aims to develop students' understanding of the role of accounting in society as a financial language for individuals and business; introduce students to the use of available technology in processing accounting information; provide students with knowledge of the principles, processes and systems of accounting and develop the essential skills in a range of financial contexts.			
Possible career pathways: Level 2 accounting will give you an excellent grounding for running your own business or for working in business administration as an employee.			

<b>Level 3</b>	<b>ACCOUNTING</b>		<b>Code: 13ACC</b>
Entry requirements:	Must have gained Achieved or better in 2 internals and 2 externals in either NCEA Level 1 or Level 2 Accounting.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 13	External: 9	
Course contribution:	\$35 for workbooks		
U.E Approved Credits:	26		
This course aims to promote knowledge and understanding of accounting as a financial language for partnerships and companies which may be service, trading or manufacturing businesses; and apply financial knowledge and skills to practical situations.			
To achieve these aims students will, within the contexts of partnerships and companies, examine, understand and apply the assumptions on which accounting is based; process financial data into meaningful information; prepare financial reports which meet user needs and professional and legal requirements; analyse and interpret financial reports; demonstrate understanding of a job cost subsystem; understand management accounting to make a decision. The course provides thorough preparation for further tertiary study.			
Possible career pathways: With tertiary study, Level 3 accounting may lead to becoming an Actuary, Auditor, Banker, Chartered Accountant, Cost Accountant, Entrepreneur, Financial Analyst, Financial Manager, Forensic Accountant, Government Accountant, Management Consultant, Operations Manager, Professor, Share Broker, Systems Analyst, and Tax Specialist.			

<b>Level 3</b>	<b>CLASSICAL STUDIES</b>		<b>Code: 13CLS</b>
Entry requirements:	University Entrance Literacy requirement already gained in Y12 is strongly recommended		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 12	External:14	
U.E Approved Credits:	26		
Classical Studies is a very academic subject that develops skills and key competencies through the study of Roman times. There are three areas covered: ideas and values, significance of works of art /architecture and the impact of an historical figure. The areas of study include: Virgil's 'Aeneid', Homer's 'Iliad', Roman religion, art and architecture of the Roman Empire and Augustus. The link to our times is an important focus.			
Students need to love reading and analysing text, and art work. They will find the content of the subject extremely interesting, as well as being very useful preparation for tertiary academic study. Good essay writing skills are essential.			
Possible career pathways: Classical studies is a good background for many careers, such as teaching, library and archive work, tourism, journalism, law, politics and diplomacy.			

<b>Level 1</b>	<b>ECONOMICS</b>		<b>Code: 11ECO</b>
Entry requirements:	Open entry.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 11	External: 9	
Course contribution:	Approximately \$23 for a work book		
Course it leads to:	12ACC, 12ECO, 13ECO		
<p>This course is an introduction to the economic world, covering all the basics of supply, demand and market equilibrium. The main focus is on economic models and concepts which allows students to gain a wider understanding of ideas and concepts such as circular flow and production. We look at demand from a consumer's perspective, and supply from a firm's perspective, and how each effects equilibrium. Commerce is an industry that has consistently growing job prospects, and Economics is the foundation of this.</p>			
<p>Possible career pathways: Anyone wanting to be self-employed such as a business owner/operator, sales assistant, retail manager, economist, accountant, marketing assistant, accounts or bank clerk; anyone interested in the hospitality, tourism, marketing or management (human resources) industries, business or financial advisor, bank manager, lawyer. There are many jobs not listed that will also benefit from business knowledge, but may not necessarily be predominately focussed on this industry.</p>			

<b>Level 2</b>	<b>ECONOMICS</b>		<b>Code: 12ECO</b>
Entry requirements:	Open entry.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External: 8	
Course contribution:	Approximately \$23 for a work book		
Course it leads to:	13 ECO		
<p>Economics is the study of how financial, labour and trade markets are organised and how they interact. In Level 2 Economics the focus is on four key areas; employment, growth, trade and policy. Employment looks at the present situation of employment in New Zealand and factors that may influence change. Growth focuses on the influence of the economy and what growth looks like. Trade develops ideas around how our economic activity will develop as our economy becomes more global. Policy looks at New Zealand's economic situation and how we control inequality, unemployment and growth.</p>			
<p>Possible career pathways: Anyone wanting to be self-employed such as a business owner/operator, sales assistant, retail manager, economist, accountant, marketing assistant, accounts or bank clerk; anyone interested in the hospitality, tourism, marketing or management (human resources) industries, business or financial advisor, bank manager, lawyer. More specifically for this course, real estate agent, sales representative, human resources or bank manager, retail buyer, hotel manager, insurer, marketer, agricultural sector, government departments and local council.</p>			

<b>Level 3</b>	<b>ECONOMICS</b>		<b>Code: 13ECO</b>
Entry requirements:	University Entrance Literacy already gained from Level 2 is highly recommended		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10	External: 10	
Course contribution:	Approximately \$23 for a work book BYOD is recommended but is not compulsory		
U.E Approved Credits:	18		
<p>This course examines topics of obvious importance to human well-being. This will be applicable to areas such as education, health, business and the environment. This course will cover most concepts required for a first year commerce degree in any commerce related field including finance, management, marketing, or economics. The focus is on markets, allocative efficiency and equilibrium.</p>			
<p>Possible career pathways: Anyone wanting to work for large companies, national and local governments, councils, the banking industry, insurance, consultants, political parties, humanitarian organisations, journalism, the United Nations, the World Bank and in the finance industry. Specific occupations are quite diverse and may include stockbrokers, financial analysts, accountants, policy analysts, advisors, lawyers, journalists, bank managers, teachers, lecturers, public policy making and business consultants.</p>			

<b>Level 1</b>	<b>GEOGRAPHY</b>		<b>Code: 11GEO</b>
Entry requirements:	Grade 2 or better in Year 10 Social Studies		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10	External:12	
Course it leads to:	12GEO		
<p>Essentially Geography is the study of people and their impact on an environment. The Level 1 external Geography course studies natural events, concentrating on earthquakes, in particular the Christchurch earthquake. There is also time given to a study of Geographic skills, mapping, graphs, photos, etc. The three internals (largely done in class time) look at a research topic where the students collect data and analyse it, study global fertility rates and New Zealand’s drinking culture and the harm that this may bring.</p> <p>Geography develops many important skills from analysing written material and data, to studying maps, analysing videos, drawing conclusions and writing reports.</p>			
<p>Possible career pathways: Geography develops good general knowledge and people skills. Geography at University splits into two broad categories. The science strand prepares students to become a climatologist, hydrologist (water based), an environmental or agricultural planning etc. Whereas those who study cultural geography work in such jobs as regional and/or town planner, tourism, journalism, administration, librarian.</p>			

<b>Level 2</b>	<b>GEOGRAPHY</b>		<b>Code: 12GEO</b>
Entry requirements:	Level 1 Geography with at least a pass in two internal and two external papers, or an equivalent pass in a Social Science course (e.g. History, Economics) or English.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 11	External:8	
Course contribution:	Field trip to Mt Cook approximately \$150		
Course it leads to:	13 GEO		
Level 2 Geography reinforces the skills already studied in Level 1 and adds some greater depth and detail to them, e.g. more sophisticated mapping and data presentation. It continues to study specific environments and people's impact upon them. The external course studies the South Island High Country of New Zealand. Internals are largely undertaken in class time and involve three issues, research on an aspect of Dunedin's land use, an issue in New Zealand and human trafficking a global geographic issue..			
Possible career pathways: Geography develops good general knowledge and people skills. Geography at University splits into two broad categories. The science strand prepares students to become a climatologist, hydrologist (water based), an environmental or agricultural planning etc. Whereas those who study cultural geography work in such jobs as regional and/or town planner, tourism, journalism, administration, librarian.			

<b>Level 3</b>	<b>GEOGRAPHY</b>		<b>Code: 13GEO</b>
Entry requirements:	Level 2 Geography with at least two passes in both external and internal papers. Students wishing to enter Geography in Year 13 must have passed Band A, Level 2 English.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 11	External: 8-12	
Course contribution:	Queenstown fieldtrip costing approximately \$150. Textbook \$30		
U.E Approved Credits:	19-23		
Level 3 Geography studies a cultural concept (tourism in Queenstown) as well as continuing to add and build on geographic skills and concepts. The three internals are based on one local research topic, global tourism and a contemporary geographic issue. These are undertaken in class.			
Possible career pathways: Arts graduates in Geography end up in jobs as diverse as Town and Regional planning, Librarian, Public Service, Tourist sector, market research, cartographer, demographer, etc. whereas science Geography graduates work as a meteorologist, hydrologist, for the Department of Conservation, or as an ecologist, or in environmental or agricultural research, etc.			

<b>Level 1</b>	<b>HISTORY</b>		<b>Code: 11HIS</b>
Entry requirements:	Grade 2 or better in Year 10 Social Studies		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 12	External:8	
Course it leads to:	12HIS		
<p>This course looks at how people across three different settings have reacted to issues that have threatened their own or others rights and freedoms. In the first instance we examine how African-American people fought for their civil rights in the USA in the 1950's – 70's. In the second instance we look at how the nations of Europe attempted to stop fascist aggression in the build up to the invasion of Poland in 1939. Finally, we look at how New Zealanders confronted each other over the issues of race and freedom to participate during the Springbok Tour of 1981.</p>			
<p>History develops important skills. These include the ability to interpret and analyse information, draw conclusions and communicate findings in reports.</p>			
<p>Possible career pathways: History develops the skills essential for a wide range of tertiary study courses. A wider range of jobs opens up with a History qualification. Law, journalism, tourism, archivist, sociologist, political studies, public servant, archaeologist, finance, social work etc.</p>			

<b>Level 2</b>	<b>HISTORY</b>		<b>Code: 12HIS</b>
Entry requirements:	Level 1 History: Achieved or better in two internals and one external. Open entry students must have a minimum of 15 credits in Level 1 English.		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External:9	
Course it leads to:	13HIS		
This course has a focus on “The War of the Worlds” in the “Cold War”. In the period after World War II an ideological struggle took place for the hearts and minds of people. Democracy and communism faced each other in a contest for dominance at a time when both were adjusting to the responsibilities of having the nuclear bomb at their disposal. The Cuban Missile Crisis, Berlin Wall and Vietnam War are some of the topics investigated.			
The impact of this struggle is also studied in a New Zealand and global context when students complete an in-depth study of the Vietnam War. Students will also conduct a research assignment on a topic of their choice as part of their internal assessment program.			
History develops important skills. These include the ability to interpret and analyse information, draw conclusions and communicate findings in reports.			
Possible career pathways: History develops the skills essential for a wide range of tertiary study courses. A wide range of jobs open up with a history qualification. Law, journalism, tourism, archivist, sociologist, political studies, public servant, archaeologist, finance, social work etc.			



<b>Level 3</b>	<b>HISTORY</b>		<b>Code: 13HIS</b>
Entry requirements:	Level 2 History: Achieved or better in two internals and one external. Open entry students must have a minimum of 15 credits in Level 2 English		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 15	External: 10	
Course contribution:	\$10		
U.E Approved Credits:	26		
<p>This course examines the role of ideas and beliefs in promoting change throughout History. The impact of European arrival, and interaction with native peoples in nineteenth century New Zealand, are a core area of study in examining the role of ideas and beliefs in an historical context. Another area of focus is the philosophy and reasoning behind the implementation of the strategic bombing campaign of WWII. Finally, students will conduct a research assignment on a topic of their own choosing. This is designed to get students actively exercising the skills of an historian.</p>			
<p>History develops important skills. These include the ability to interpret and analyse information, draw conclusions and communicate findings in reports.</p>			
<p>Possible career pathways: History develops the skills essential for a wide range of tertiary study courses. A wider range of jobs also opens up with a History qualification. Law, journalism, tourism, archivist, sociologist, political studies, public servant, archaeologist, finance, social work are some examples.</p>			

## TECHNOLOGY- Food and Nutrition, Textiles

### HOD: Ms Weston

<b>Level 1</b>	<b>FOOD TECHNOLOGY</b>		<b>Code: 11TFN</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards:		Unit Standards
Number of Credits	Internal: 10 - 15	External: 4	Internal: 5
Course contribution:	\$140		
Course it leads to:	12TFN		
This course covers basic food handling and safety, nutritional needs of specific target groups, food terminology, societal influences on food choices, food promotion and packaging. Students will participate in practical food preparation once or twice a week depending on the nature of the product. Students are expected to complete work outside of class time to achieve the course.			
Note that alternative Unit Standard Hospitality Standard Institute courses and credits are also available.			
Possible career pathways: Food service and preparation, nutrition advisory and health promotion, food technologist and research, hospitality, food styling and design, culinary arts, food service work in the industry, public health consultancy, food product development, nutritionist.			

<b>Level 2</b>	<b>FOOD TECHNOLOGY</b>		<b>Code: 12TFN</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards:		Unit Standards
Number of Credits	Internal: 5	External: 4	Internal: 10-12
Course contribution:	\$140		
Course it leads to:	13 TFN		
This course covers food sustainability, food safety and handling, nutritional needs and health promotion. Students will participate in practical food preparation once or twice a week depending on the nature of the product. Students are expected to complete work outside of class time to achieve the course.			
Possible career pathways: Food service and preparation, nutrition advisory and health promotion, food technologist and research, hospitality, food styling and design, culinary arts, food service work in the industry, public health consultancy, food product development.			

<b>Level 3</b>	<b>FOOD TECHNOLOGY</b>		<b>Code: 13TFN</b>
Entry requirements:	12 TFN or by application to the HOD of Technology		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 10	External: 8	
Course contribution:	\$120		
UE Approved Credits:	18		
<b>(Course content subject to confirmation)</b>			
This course covers global food habits, influences of food advertising, nutritional information, advanced food preparation skills, food design and styling. Students will participate in practical food preparation once or twice a week depending on the nature of the product. Students are expected to complete work outside of class time to achieve the course.			
Possible career pathways: Food service and preparation, nutrition advisory and health promotion, food technologist and research, hospitality, food styling and design, culinary arts, food service work in the industry, public health consultancy, food product development.			

<b>Level 1</b>	<b>TEXTILES TECHNOLOGY</b>		<b>Code: 11TFT</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External: 4	
Course contribution:	\$40 course contribution plus cost of fabric for own garment. Students will have the opportunity to purchase a pack of haberdashery items for \$20 from the school, or supply their own.		
Course it leads to:	12TFT		
This course covers an introduction to skills required for design school at a tertiary level. Students learn basic construction skills, pattern development, fashion illustration, researching design origins and prototyping. Students will photo shoot their projects and complete a magazine cover using their design skills. The opportunity to enter design competitions will be available.			
Students aim to make 1-2 practical projects in the year. Students are expected to complete work outside of class time to achieve the course.			
Possible career pathways: Product design, interior design, fashion design, project management, managerial roles, marketing, small business skills, consultation and advisory roles, laboratory research and product testing, teaching.			

<b>Level 2</b>	<b>TEXTILES TECHNOLOGY</b>		<b>Code: 12TFT</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 14	External: 4	
Course contribution:	\$40 course contribution plus cost of fabric for own garment. Students will have the opportunity to purchase a pack of haberdashery items for \$20 from the school, or supply their own.		
Course it leads to:	13TFT.		
This course covers an advanced development of skills required for design school at a tertiary level. Students learn advanced construction skills, advanced pattern development, researching design movements and applying this to their own design ideas and risks associated with prototyping. Students have an opportunity to complete a photo shoot and apply this to a chosen method as self-promotion such as a magazine article, look book, or advertisement. The opportunity to enter design competitions will be available.			
Students aim to make 1-2 practical projects in the year. Students are expected to complete work outside of class time to achieve the course.			
Possible career pathways: Product design, interior design, fashion design, project management, managerial roles, marketing, small business skills, consultation and advisory roles, laboratory research and product testing, teaching			

<b>Level 3</b>	<b>TEXTILES TECHNOLOGY</b>		<b>Code: 13TFT</b>
Entry requirements:	12 TFT or by application to the HOD of Technology		
Type(s) of Assessment:	Achievement Standards		
Number of Credits	Internal: 18	External: 4	
Course contribution:	\$40 course contribution plus cost of fabric for own garment. Students will have the opportunity to purchase a pack of haberdashery items for \$20 from the school, or supply their own.		
U.E Approved Credits:	22		
<p>This course covers advanced development of the skills required for theory and practical design based courses at a tertiary institutes such as Polytechnic and University. Students learn advanced construction skills, advanced pattern development, research design movements and apply these to their own design ideas and risks associated with prototyping. Students have the opportunity to photo shoot and present their work at an exhibition of their choice using a variety of media such as cat walk, photo, film and static presentation. The opportunity to enter design competitions will be available.</p> <p>Students aim to make 1-2 practical projects in the year. Students are expected to complete work outside of class time to achieve the course.</p>			
<p>Possible career pathways: Product design, interior design, fashion design, project management, managerial roles, marketing, small business skills, consultation and advisory roles, laboratory research and product testing, teaching.</p>			

## TECHNOLOGY- Design and Visual Communication (Graphics), Mechanical Engineering, Product Design, Work Shop Skills

**HOD: Mr Hartlebury**

<b>Level 1</b>	<b>DESIGN AND VISUAL COMMUNICATION (Graphics)</b>		<b>Code: 11DVC</b>
Entry requirements:	By application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 13	External: 9	
Course contribution:	\$20. For subject related stationery.		
Course leads to:	12DVC		
Explores the Design Process, developing within the students strategies to visualise and solve problems creatively. This course reinforces the ability to draw manually but also develops digital skills in CAD and visual digital media. Students will integrate research that supports their design work with presentation skills to complete their project brief.			
Possible career pathways: Illustrator, Animator, Interior Designer, Graphic Designer, Website Designer, Industrial Designer, Architect, Architectural Technician, Landscape Architect, Product Designer, Tradesperson. Teacher or any career that involves solving complex problems.			

<b>Level 2</b>	<b>DESIGN AND VISUAL COMMUNICATION (Graphics)</b>		<b>Code: 12DVC</b>
Entry requirements:	Level 1 DVC or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 12	External: 10	
Course contribution:	\$20. For subject related stationery.		
Course leads to:	13DVC		
This course offers product and architectural design projects. Students are expected to work independently within a self-directed program supported by the teaching staff.			
Possible career pathways: Illustrator, Animator, Interior Designer, Graphic Designer, Website Designer, Industrial Designer, Architect, Architectural Technician, Landscape Architect, Product Designer, Tradesperson, Teacher or any career that involves solving complex problems.			

<b>Level 3</b>	<b>DESIGN AND VISUAL COMMUNICATION (Graphics)</b>		<b>Code: 13DVC</b>
Entry requirements:	Level 2 DVC or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 12	External: 10	
Course contribution:	\$20. For subject related stationery.		
U.E Approved Credits:	22		
Design projects are undertaken. The course offers product design and architectural design. Students are expected to work independently within a self-directed programme supported by the teaching staff.			
Possible career pathways: Illustrator, Animator, Interior Designer, Graphic Designer, Website Designer, Industrial Designer, Architect, Architectural Technician, Landscape Architect, Product Designer, Tradesperson, Teacher or any career that involves solving complex problems.			

<b>Level 1</b>	<b>MECHANICAL ENGINEERING</b>	<b>Code: 11TME</b>
Entry requirements:	Open entry	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 24	
Course contribution:	\$130 (additional cost can be encountered dependent on project selection)	
Course it leads to:	12TME	
The course offers practical engineering projects with some related theory requirements. Students are expected to work independently within a self-directed programme supported by the teaching staff.		
Possible career pathways: Automotive Engineer, Aircraft Engineer, Tradesperson, Fitter Turner, Marine Engineer, Toolmaker, Engineering Technician, Army Field Engineer, Motorcycle Engineer, Fabrication Engineer, Refrigeration Engineering, Teacher or any career that involves manufacturing and solving practical problems.		

<b>Level 2</b>	<b>MECHANICAL ENGINEERING</b>	<b>Code: 12TME</b>
Entry requirements:	Level 1 TME or by application to the HOD.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 23	
Course contribution:	\$130 (additional cost can be encountered dependent on project selection)	
Course it leads to:	13TME	
The course offers practical engineering projects with some related theory requirements. Students are expected to work independently within a self-directed programme supported by the teaching staff.		
Possible career pathways: Automotive Engineer, Aircraft Engineer, Tradesperson, Fitter Turner, Marine Engineer, Toolmaker, Engineering Technician, Army Field Engineer, Motorcycle Engineer, Fabrication Engineer, Refrigeration Engineering, Teacher or any career that involves manufacturing and solving practical problems.		

<b>Level 3</b>	<b>MECHANICAL ENGINEERING</b>	<b>Code: 13TME</b>
Entry requirements:	Level 2 Workshop Experience or by application to the HOD.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 20	
Course contribution:	\$130 (additional cost can be encountered dependent on project selection)	
U.E Approved	No (Level 3 credits gained do contribute to NCEA Level 3)	
The course offers practical engineering projects with some related theory requirements. Students are expected to work independently within a self-directed programme supported by the teaching staff.		
Possible career pathways: Automotive Engineer, Aircraft Engineer, Tradesperson, Fitter Turner, Marine Engineer, Toolmaker, Engineering Technician, Army Field Engineer, Motorcycle Engineer, Fabrication Engineer, Refrigeration Engineering, Teacher or any career that involves manufacturing and solving practical problems.		

<b>Level 1</b>	<b>PRODUCT DESIGN</b>		<b>Code: 11TEC</b>
Entry requirements:	Open entry		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 12	External: 7	
Course contribution:	\$110 (additional cost can be encountered dependent on project selection)		
Course Leads to:	12TEC		
This course would be suitable for students considering tertiary study in design technology. The programme uses the design process to create a one off proto-type product of the students own choice. Assessments are presented as reports and a portfolio.			
Possible career pathways: Product Design, Engineering Design, Industrial Designer, Prototyping, Teaching, Automotive Design and any careers that involve investigation of practical problems.			

<b>Level 2</b>	<b>PRODUCT DESIGN</b>		<b>Code: 12TEC</b>
Entry requirements:	11TEC or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 10	External: 8	
Course contribution:	\$110 (additional cost can be encountered dependent on project selection)		
Course Leads to:	13TEC		
This course would be suitable for students considering tertiary study in design technology. The programme uses the design process to create an advanced one off proto-type product of the students own choice. Assessments are presented as reports and a portfolio.			
Possible career pathways: Product Design, Engineering Design, Industrial Designer, Prototyping, Construction, Teaching, Automotive Design and any careers that involve investigation of practical problems.			

<b>Level 3</b>	<b>PRODUCT DESIGN</b>		<b>Code: 13TEC</b>
Entry requirements:	12 TEC, 12 TWS or by application to the HOD.		
Type(s) of Assessment:	Achievement Standards:		
Number of Credits	Internal: 15	External: 4	
Course contribution:	\$110 (additional cost can be encountered dependent on project selection)		
U.E Approved Credits:	19		
This course would be suitable for students considering tertiary study in design technology. The programme uses the design process to create a one off proto-type product of the students own choice. Assessments are presented as reports and a portfolio.			
Possible career pathways: Product Design, Engineering Design, Industrial Designer, Prototyping, Construction, Teaching, Automotive Design, Electrician, Builder, Plumber, Carpenter, Furniture Maker, Furniture Manufacturer, Timber Machinist, Sawmill Operator, Coachbuilder, Roofer, Landscaper, Fencer, and any careers that involve investigating and solving practical problems.			

<b>Level 1</b>	<b>WORKSHOP SKILLS (Carpentry)</b>	<b>Code: 11TWS</b>
Entry requirements:	Open entry	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 25	
Course contribution:	\$110 (additional cost can be encountered dependent on project selection)	
Course it leads to:	12TWS	
This Workshop Skills course is based on Unit Standards and developed in conjunction with the Building and Construction Industry Training Organisation. Units gained can be credited against requirements for the National Certificate of Elementary Construction. Students will have the opportunity to create 3 wood based projects.		
Possible career pathways: Electrician, Builder, Plumber, Carpenter, Furniture Maker, Furniture Manufacturer, Timber Machinist, Sawmill Operator, Coachbuilder, Roofer, Landscaper, Fencer and any construction based career.		

<b>Level 2</b>	<b>WORKSHOP SKILLS (Carpentry)</b>	<b>Code: 12TWS</b>
Entry requirements:	Level 1 Workshop Experience or by application to the HOD.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 24	
Course contribution:	\$110 (additional cost can be encountered dependent on project selection)	
Course it leads to:	13 TEC	
This Workshop Skills course is based on Unit Standards and developed in conjunction with the Building and Construction Industry Training Organisation. Units gained can be credited against requirements for the National Certificate of Elementary Construction. Students will have the opportunity to create 3 wood based projects.		
Possible career pathways: Electrician, Builder, Plumber, Carpenter, Furniture Maker, Furniture Manufacturer, Timber Machinist, Sawmill Operator, Coachbuilder, Roofer, Landscaper, Fencer and any construction based career.		

<b>Level 3</b>	<b>WORKSHOP SKILLS (Carpentry)</b>	<b>Code: 13TWS</b>
Entry requirements:	Level 2 Workshop Experience or by application to the HOD.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 24	
Course contribution:	Project based i.e. shed, bus shelter	
Course it leads to:	Level 3 BCATS certificate and programmes at tertiary level	
This Workshop Skills course is based on Unit Standards and developed in conjunction with the Building and Construction Industry Training Organisation. Units gained can be credited against requirements for the National Certificate of Elementary Construction. Students will have the opportunity to create one substantial project.		
Possible career pathways: Electrician, Builder, Plumber, Carpenter, Furniture Maker, Furniture Manufacturer, Timber Machinist, Sawmill Operator, Coachbuilder, Roofer, Landscaper, Fencer and any construction based career.		

## Tourism

**HOD: Mrs Duncan**

<b>Level 2</b>	<b>TOURISM</b>	<b>Code: 12TOU</b>
Entry requirements:	Open entry to students who are interested in a career in the tourism industry by approval of the TIC, Ms Duncan.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 18	
Course contribution:	\$75	
Course it leads to:	13TOU	
Tourism covers the topics of tourism work roles, world tourist destinations, New Zealand tourist destinations, tourist needs and characteristics, and physical impacts of tourism.		
Students who take this course will have an opportunity to achieve 18 credits towards a Vocational Pathways Service Sector Award on their Record of Achievement (please see Vocational Pathways booklet at <a href="http://youthguarantee.net.nz/start-your-journey/">http://youthguarantee.net.nz/start-your-journey/</a> )		
Possible career pathways: This course is suitable for those who want a career in the tourism or hospitality industries e.g. Tour Guide, Hotel Manager, Barista, Event Manager, Jet-Boat Driver, Ski and Snowboard Instructor, Travel Agent, Visitor Information Services, Restaurant Staff, Airport Staff, Flight Attendants.		

<b>Level 3</b>	<b>TOURISM</b>	<b>Code: 13TOU</b>
Entry requirements:	Open entry to students who are interested in a career in the tourism industry by approval of the TIC, Ms Duncan.	
Type(s) of Assessment:	Unit Standards	
Number of Credits	Internal: 18	
Course contribution:	\$75	
U.E Approved Credits:	No (Level 3 credits gained do contribute to NCEA Level 3)	
Tourism covers the topics of Australia, Pacific Islands, NZ as a tourist destination – Queenstown; and Te reo Māori greetings and farewells		
Possible career pathways: This course is suitable for those who want a career in the tourism or hospitality industries e.g. Tour Guide, Hotel Manager, Barista, Event Manager, Jet-Boat Driver, Ski and Snowboard Instructor, Travel Agent, Visitor Information Services, Restaurant Staff, Airport Staff, Flight Attendants.		

## Action plan

# Choosing school subjects

adapted from



Use this plan to help you decide which subjects to take in your next school year.

A helpful website: <http://www.careers.govt.nz/>

## Step 1: Work out what subjects you enjoy

Subjects I like doing now

--

Subjects I'm interested in doing next year that I haven't already studied

--

Subjects that include activities I like doing outside of school  
*eg, playing music, helping people, thinking creatively*

--

## Step 2: Work out what subjects you are good at

Subjects I am strongest in

--

Entry requirements for these subjects  
*What I need to do, or get, to take these subjects*

--

### Step 3: Find out what subjects you need for your career ideas

Explore the Jobs database on the Careers New Zealand website to find out what subjects you need for your career ideas.

Career ideas	Subjects I need

#### Looking for career ideas?

Use the interactive tools on the Careers New Zealand website to help you get some career ideas:

- Subject Matcher – job ideas based on subjects you enjoy
- Jobs by Interest – jobs that relate to areas of work you are interested in
- CareerQuest – job ideas based on your interests
- Skill Matcher – job ideas based on your skills

#### Still unsure about what career would suit you?

It's OK if you don't know what you want to do in the future. Studying a broad range of subjects will keep your career options open. Keeping up with English, Maths and at least one Science subject is a good place to start.

#### Talk it over

Talk about your subject choices with your parents and whānau, teachers and careers advisers. Talk to Careers New Zealand advisers if you need more help.

Call 0800 222 733 or chat online.







# Course Selection Evening

**Do you have a career pathway in mind?**

**Do you need some ideas?**

**Do you know what subjects you need to take for your intended pathway?**

**Make sure you are on the right track!**

**Talk to subject Heads of Departments and other learning providers**

**Call into Herron Hall  
6.30 pm – 8.00 pm  
Thursday 12<sup>th</sup> September**

**All students (Years 9 – 13) and  
parents and caregivers welcome**

